

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>	<b>Gov't &amp; Citizenship</b>
___ I can name/show symbols, songs, and traditions of the United States/ Minnesota. (Unit 3 Government: Working Together; Unit 4 Citizenship: I Am a Citizen p.86-87 p.100-101 symbols Flipchart 16, flag, pledge, anthem)	___ I can name and tell about symbols, songs and traditions that identify our nation, state and community. (1.5.1.1.1)		___ I can describe how citizens work together to improve communities.	___ I can identify the national, state, and local or tribal levels of government and compare and contrast the basic roles of each.	___ I can identify people whose actions have made a difference in shaping history and explain their contributions.	___ I can define citizenship in the United States.	___ I can list and describe the role of responsible citizenship including informed voting and decision making, developing and defending a position on a public policy issue, and monitoring and influencing decision making.	___ I can identify the differences between monarchies, theocracies, dictatorships, and representative government.
___ I can tell ways I take care of myself, others, this school, and my community.	___ I can tell a way to take part in the life of my community and tell why it is important. (1.5.2.1.1)	___ I can use and create timelines that keep track of personal, school, community, and world events. (2.1.1.1.1)	___ I can explain the basic structure and functions of local, state, and national government.		___ I can identify the basic principles of a democracy and republic.	___ I can describe the processes by which an individual may establish U.S. citizenship and how this has changed since the U.S. Constitution was adopted.	___ I can analyze landmark Supreme Court decisions involving the Bill of Rights and other individual protections.	___ I can explain how the structure of a government affects the relationships between the individual, government, and society as a whole.
___ I can tell/show our 3 school rules	___ I can tell what makes a good rule and be a part of creating rules. (1.5.3.1.1)	___ I can compare and contrast technology, transportation, and buildings from the past and present. (2.2.2.2.1)	___ I can identify the services commonly provided by local, state, and national government.		___ I can explain the protections provided by the Bill of Rights.	___ I can describe the establishment and expansion of rights including key court cases and state legislation. (19th Amendment, MN)	___ I can compare and contrast the rights and responsibilities of citizens, non-citizens, and dual citizens.	___ I can define a nation-state.

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___ I can tell/show the difference between rules and laws		___ I can explain the importance of documents, symbols, songs, holidays, and location that identify our country, state, and community. (2.5.1.1.1)	___ I can name some current leaders in local, state, and national government.		___ I can explain how citizens of a democratic government can be involved in identifying a problem and creating a plan to solve it.	___ I can explain how the Minnesota Constitution organizes government.	___ I can describe how liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, judicial review, and representative democracy evolve and were applied throughout U.S. history.	___ I can explain why governments belong to different types of international and regional organizations.
___ I can tell/show rules and laws keep us safe and there are consequences for breaking them		___ I can explain that in the United States rules and laws are to be applied fairly; and I can compare and contrast rules and laws from country to	___ I can explain the basic structure and functions of the three branches of government.		___ I can explain how the rights and responsibilities of citizens, i.e. voting and debate, support the principles of a democracy and protect	___ I can explain the major purposes of Minnesota's Constitution according to its Preamble.	___ I can explain how law limits both the government and the governed, protects individual rights and promotes the general welfare.	___ I can define diplomacy.
		___ I can explain the purpose of government and identify its different roles. (2.5.4.1.1)			___ I can discuss how law limits both the powers of the government and its citizens and how it protects individual rights.	___ I can identify the major state governmental offices and explain their primary duties and how they are chosen.	___ I can analyze historical and contemporary applications of the functions of the three branches of government.	___ I can describe cases in which diplomacy or other foreign policy tools may be used.
					___ I can identify the three branches of government and the roles of each.	___ I can describe how laws are created.	___ I can compare and contrast federal law to international law.	___ I can explain how cultural beliefs influence conflict, competition, and cooperation between nation states.

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					___ I can describe separation of powers, checks and balances and federalism.	___ I can explain the difference between civil and criminal law.	___ I can define diplomacy and other foreign policy tools and describe cases in which they were used throughout U.S. history.	
						___ I can compare and contrast juvenile and adult justice systems.	___ I can engage in civic discussion on controversial issues.	
						___ I can compare and contrast the basic structures, functions, and ways of funding state and local governments.	___ I can evaluate sources for validity and credibility to detect bias, propaganda, and censorship.	
						___ I can define federalism and describe the relationship between the federal and state government.		
						___ I can evaluate and summarize arguments about selected issues from multiple perspectives and note the strengths, weaknesses and consequences with each perspective.		

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						<p>____ I can use political cartoons, charts, graphs, maps, and surveys to analyze information about a public issue in state or local government.</p>		
						<p>____ I can take a public issue and identify key opposing positions, determine conflicting viewpoints, values, and beliefs, and defend and justify a position utilizing evidence.</p>		
						<p>____ I can develop strategies to persuade others to adopt opposing positions on a public issue.</p>		