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| **Minnesota Social Studies Standards: Citizenship and Government****Using Project Citizen to Teach Civics Skills Standard and Benchmarks** |
| **Social Studies Citizenship and Government Standard** | **Grade** | **Benchmark** |
| Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | Grade 5 | 5.1.1.1.2Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. For example: Public problem—Students litter while walking to school; balls from the playground land in neighbors' yards |
|  | Grade 6 | 6.1.1.1.1Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue. For example: Historical issues—women’s suffrage, treaties with indigenous nations, Civil Rights movement, New Deal programs. Strengths might include—expanded rights to new group of Americans, established tribal sovereignty, collaborative effort of multiple groups in American society, provided a financial safety net for individuals. Weaknesses might include—too expensive, unintended consequences, caused more problems than it solved.  |
|  | Grade 6 | 6.1.1.1.2Use graphic data to analyze information about a public issue in state or local government. For example: Graphic data—charts, graphs, maps, surveys, political cartoons |
|  | Grade 6 | 6.1.1.1.3Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position. For example: State and local policy issues—land use, human services, hunting or fishing regulations, school levy, labor unions |
|  | Grade 7 | 7.1.1.1.1Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. For example: Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting.  |
|  | Grade 8 | 8.1.1.1.1Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. For example: Civic discourse skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Issues in the contemporary world might include participation in international treaty organizations, positive discrimination/affirmative action, environmental issues.  |
|  | Grade 9 | 9.1.1.1.1Demonstrate skills that enable people to monitor and influence state, local and national affairs. For example: Working with others; conducting civil conversations; articulating ideas and interests; negotiating differences and managing conflict with people or groups who have different perspectives; using parliamentary procedures; building consensus.  |
|  | Grade 9 | 9.1.1.1.3 Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.  |
|  | Grade 9 | 9.1.1.1.4Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.  |