Civics & Government — Course Outline

Topics, Themes, Concepts & Vocabulary, mapped to Quarter Breakdown v1.0

Course-Long Throughlines

These recur in every unit. Naming them repeatedly gives students a spine to hang new content on.

1. **Power: who has it, where does it come from, how is it limited?** (Consent of the governed → constitutional limits → courts → voters)
2. **Liberty vs. Order / Individual vs. Community.** Nearly every constitutional question is a version of this.
3. **The gap between stated ideals and lived reality.** The founding promises vs. who actually got rights, and when. This is where the Ethnic Studies benchmarks live naturally — not as an add-on unit.
4. **Federalism as a layer cake you actually live in.** Federal → State of Minnesota → county/city/school district → Tribal Nations. Ask "which level handles this?" constantly.
5. **You are a participant, not a spectator.** Civic skills built cumulatively toward the policy project and Election Day.

The Running Case — Castro extradition (markers throughout)

One case, introduced in Week 1 and revisited five times, does more than five unrelated examples would. It appears in **2B** (federalism, both kinds at once), **2D** (executive discretion), **2E** (ripeness — the case a court won't decide), **3A** (which Minnesota office did what), and **4A** (presumption of innocence). Students watch the same facts get analyzed with sharper tools each time, which is the clearest evidence you can give them that they're actually learning something.

Two standing practices:

- **Assign a student each week to report what changed.** The case is live. A student finding something newer than your materials is the goal, not a problem.
- **Verify before each pass.** Anything written down about this case has a shelf life measured in weeks.

Skills Benchmarks (taught continuously, not as a unit)

- **9.1.1.1** — Staying informed on current issues to monitor and influence affairs.
- **9.1.1.3** — Sourcing and evaluating information for validity, bias, ideology, emotional appeal.
- **9.1.1.4** — Analyzing means of civic engagement.
- **9.1.1.2** — Skills to participate in elections.

> **Suggested routine:** a weekly "News You Can Use" or "Constitution in the News" — 10 minutes, one current article, students identify the level of government, the constitutional principle at stake, and one bias/sourcing issue. It quietly covers 9.1.1.1 and 9.1.1.3 across 19 weeks.

Universal Vocabulary (introduce Week 1–2, use all year)

government · power · authority · legitimacy · sovereignty · rule of law · citizen · rights · responsibilities · policy · institution · precedent · jurisdiction · federal / state / local / tribal

WEEK 1 — Course Launch: "10 Rules for Dealing with Police"

Week 1 (9/8 Tues–9/11 Fri) · 4 days · Community building + hook

Detailed day-by-day plan in the separate Week 1 document.

Purpose

Ground the course in something students already have stakes in, then reveal on Friday that seven of the ten rules trace directly to the Bill of Rights. The week is simultaneously community building, a pre-assessment, and the setup for three later units.

Sequence

Day	Content
Tues 9/8	Community building + **Rights Inventory** pre-assessment (collect and keep — return it in Unit 4)
Wed 9/9	Rules 1–3: be calm · right to remain silent · right to refuse searches — street encounter
Thurs 9/10	Rules 4–7: don't get tricked · am I free to go · don't do anything illegal · don't run — traffic stop
Fri 9/11	Rules 8–10: never touch a cop · report misconduct · they can't come in — home encounter, then the **rule** → **amendment** bridge activity

Anchor language students memorize

- "I'm going to remain silent. I'd like to see a lawyer."
- "I don't consent to searches."
- "Officer, am I being detained, or am I free to go?"

Vocabulary seeded here (all recur in Unit 4)

consent · search · seizure · detain · custody · probable cause · reasonable suspicion · warrant · self-incrimination · invoke · waive · misconduct

Source note

Flex Your Rights closed 12/31/2023; content is archived and licensed **CC BY 4.0**, so it can be downloaded, clipped, and reused with attribution. Download local copies rather than relying on links. The film dates to 2010 — Salinas v. Texas (2013) has since sharpened Rule 2, which makes an excellent live demonstration of benchmark **9.1.1.3** (evaluating sources for currency and validity).

Callbacks to schedule

- **Unit 2B, 2D, 2E** — the Castro extradition case as a running federalism / executive-discretion / justiciability thread (Handout 4)
- **Unit 2F** (1st & 2nd Amendments) — Rule 9 and the right to record

- **Unit 4B–4C** (4th, 5th, 6th, 8th Amendments) — the whole video becomes review; hand back the Rights Inventory here
- **Unit 4D** (9.5.25.4) — the harder question of whose encounters go differently, and why

UNIT 1 — Foundations of American Government

Week 2 (9/14–9/18) · 5 class days · Benchmark 9.1.2.1

Essential Questions

- Why do humans create governments at all? What would life be like without one?
- Where does a government's right to rule come from?
- What did the founders mean by "we," and who was left out?

Key Topics

- Purposes of government (order, security, services, public goods, justice)
- State of nature thought experiment; Hobbes vs. Locke vs. Rousseau; Montesquieu on separated power
- Social contract theory and the Declaration of Independence as a social-contract argument
- Forms of government: direct democracy, representative democracy/republic, monarchy, oligarchy, authoritarian, totalitarian, theocracy
- Founding-era antecedents: Magna Carta, Mayflower Compact, English Bill of Rights, Iroquois/Haudenosaunee Confederacy influence debate
- Articles of Confederation and its failures (Shays' Rebellion as the trigger)
- Factions — why the founders feared them (setup for parties in Unit 3)
- Political spectrum basics: left/right, liberal/conservative, libertarian/authoritarian

Core Concepts

- **Natural rights** exist prior to government; government's job is to protect them
- **Popular sovereignty**: the people are the ultimate source of authority
- **Constitutionalism**: government itself is bound by higher law
- **Civic virtue**: a republic requires citizens who put common good above self-interest
- **Federalism** (preview only — full treatment in Unit 2)

Vocabulary

natural rights · social contract · state of nature · consent of the governed · popular sovereignty · constitutionalism · civic virtue · common good · representative democracy · direct democracy · republic · faction · limited government · unalienable · tyranny · sovereignty · legitimacy · democracy · autocracy · oligarchy

Documents

Declaration of Independence (preamble close-read) · Federalist No. 10 (excerpt on factions) · Locke, Second Treatise (excerpt) · Preamble to the U.S. Constitution · Preamble to the Minnesota Constitution (nice compare/contrast, quick and MN-specific)

Assessment ideas

- "Design a society from scratch" simulation on Day 1–2, then map their choices onto the founders'
- Declaration of Independence annotation: highlight every social-contract move

- Exit ticket: "Which purpose of government matters most, and what are you giving up to get it?"

> **Pacing flag:** 5 days is tight for a whole philosophical foundation. Consider pulling the Articles of Confederation forward into Unit 2's Constitutional Convention lessons, and keeping Week 2 focused entirely on social contract + purposes of government.

UNIT 2 — The Constitution

Weeks 3, 4, 5, 6 (9/22–10/13) · 15 class days

Benchmarks: 9.1.4.1, 9.1.4.2, 9.1.4.3, 9.1.4.4, 9.1.3.1, 9.1.3.2, 9.1.2.3, 9.1.3.7, 9.1.4.9

Essential Questions

- How do you build a government strong enough to govern but too weak to oppress?
- Who decides what the Constitution means?
- When your rights and my safety conflict, who wins?

Suggested Sub-Unit Sequence (15 days)

2A. Convention & Ratification (2 days)

Constitutional Convention; Great Compromise; Three-Fifths Compromise; slave trade clause; Federalists vs. Anti-Federalists; ratification fight; why the Bill of Rights was the price of ratification.

Vocab: bicameral · compromise · ratification · Federalist · Anti-Federalist · amendment · Article · clause

2B. Six Principles & Federalism (3 days) — 9.1.4.1

Popular sovereignty, limited government, separation of powers, checks and balances, judicial review, federalism. Delegated vs. reserved vs. concurrent powers; Necessary and Proper Clause; Supremacy Clause; Commerce Clause; 10th Amendment. Real-world federalism conflicts (cannabis, immigration enforcement, environmental standards) — MN examples land best.

Vocab: separation of powers · checks and balances · judicial review · delegated/enumerated powers · reserved powers · concurrent powers · implied powers · elastic clause · supremacy clause · commerce clause · unfunded mandate · devolution

Cases: McCulloch v. Maryland · Gibbons v. Ogden · U.S. v. Lopez

Running case — Castro extradition (introduce here, return in 2D, 2E, 3A, 4A). Add the **Extradition Clause, Article IV, §2, cl. 2** and Puerto Rico v. Branstad (1987) to this sub-unit. This case is the rare one carrying **both kinds of federalism at once** — horizontal (Minnesota vs. Texas) and vertical (a state prosecuting a federal officer). Most textbook examples only have one, which is why students never really separate the two. Have them label which conflict is which, then argue the two words the whole fight turns on: "shall" and "flee." Handout 4 in the Week 1 packet is the student-facing version.

2C. Legislative Branch — Article I (3 days) — 9.1.4.2

House vs. Senate structure and powers; how a bill becomes a law (and why most die); committees; leadership; filibuster and cloture; oversight, impeachment, power of the purse; MN Legislature comparison (bicameral: 134 House members, 67 Senate districts).

Vocab: bicameral · constituent · district · apportionment · committee · markup · rider · pork barrel · filibuster · cloture · quorum · veto · override · impeachment · oversight · appropriation · Speaker of the House · president pro tempore · majority/minority leader · whip

2D. Executive Branch — Article II (2–3 days) — 9.1.4.3

Roles of the president (chief executive, commander in chief, chief diplomat, head of state, party leader); qualifications and succession; the Cabinet and bureaucracy; executive orders; pardons; growth of executive power over time; the Governor of Minnesota compared.

Vocab: executive order · cabinet · bureaucracy · federal agency · commander in chief · pardon · commutation · line of succession · signing statement · executive privilege · appointment power

Castro, second pass — executive discretion. The governor's question: what is an executive required to do, and what is left to judgment? Branstad says the extradition duty is mandatory and courts can compel it; the counter-move is simply not to act, since a decision never made is a decision no court can review. Pair with the president's analogous tools — pardons, enforcement priorities, refusing to spend appropriated funds. **The transferable idea: discretion often lives in the gap between "must" and "when."**

2E. Judicial Branch — Article III (2 days) — 9.1.4.4

Federal court structure (district → circuit → Supreme Court); Minnesota court structure (district → Court of Appeals → MN Supreme Court); original vs. appellate jurisdiction; how cases reach SCOTUS (cert, rule of four); judicial review and Marbury v. Madison; precedent; judicial activism vs. restraint; how justices are selected (federal appointment vs. MN judicial elections — a great compare).

Vocab: jurisdiction (original/appellate) · judicial review · precedent · stare decisis · writ of certiorari · majority/concurring/dissenting opinion · litigation · appeal · judicial activism · judicial restraint · lifetime appointment · **justiciability · ripeness · standing · mootness**

Castro, third pass — the case a court won't decide. The judge didn't rule Minnesota was wrong. He ruled the question wasn't **ripe**, because the governor had neither signed nor refused. Students almost always assume courts answer any question put to them; this is the cleanest possible counterexample, and it costs one class period. Add **standing** and **mootness** alongside it — the three doctrines that decide real cases without ever reaching the merits. Then the honest follow-up: if a court won't decide, who does?

2F. Rights: 1st & 2nd Amendments (3 days) — 9.1.3.2, 9.1.3.1, 9.1.2.3

Five freedoms of the 1st Amendment; establishment vs. free exercise; limits on speech (incitement, true threats, defamation, obscenity); student speech; press freedom and prior restraint; assembly and petition. 2nd Amendment: individual vs. collective right interpretation, incorporation, permissible regulation. Compare U.S. Bill of Rights ↔ Minnesota Constitution Article I ↔ Universal Declaration of Human Rights (9.1.3.1) — the UDHR includes economic/social rights the U.S. Constitution does not, which is a rich discussion.

Vocab: civil liberties · establishment clause · free exercise clause · prior restraint · symbolic speech · libel · slander · defamation · obscenity · incitement · time/place/manner restriction · clear and present danger · incorporation doctrine · militia · UDHR

Cases: Tinker v. Des Moines · Texas v. Johnson · Engel v. Vitale · Schenck → Brandenburg · Hazelwood · Mahanoy v. B.L. · D.C. v. Heller · McDonald v. Chicago

Week 1 callback: Rule 9 (report misconduct, be a good witness) lives here — the right to record police in public and the right to petition government for redress.

2G. Citizenship (1 day) — 9.1.3.7

Birthright citizenship (14th Amendment) and naturalization; the naturalization process and civics test; duties vs. responsibilities; the long struggle for citizenship — Dred Scott, 14th Amendment, Chinese Exclusion Act, Indian Citizenship Act of 1924, Ozawa and Thind, Puerto Rico status, DACA.

Vocab: citizen · naturalization · jus soli · jus sanguinis · immigrant · refugee · asylum · alien/non-citizen · permanent resident · dual citizenship · deportation · duty vs. responsibility

2H. Budgets: U.S. vs. Minnesota (1–2 days) — 9.1.4.9

Federal revenue (individual income tax, payroll taxes, corporate tax, tariffs) vs. MN revenue (individual income tax, general sales tax, corporate franchise tax, motor vehicle/fuel, gambling). Federal spending (Social Security, Medicare/Medicaid, defense, interest on the debt) vs. MN spending (E-12 education is the largest category, then health & human services, then higher ed, transportation, local government aid). Mandatory vs. discretionary. Deficit vs. debt. MN's balanced-budget requirement vs. federal deficit spending — this contrast is the whole lesson.

Vocab: revenue · expenditure · budget · deficit · surplus · national debt · mandatory spending · discretionary spending · entitlement · progressive tax · regressive tax · property tax · sales tax · income tax · appropriation · fiscal year · balanced budget requirement

Cross-Cutting Concept — 9.1.2.3

Return to this tension every few days with a fresh example:

- Individual rights vs. general welfare (public health mandates, eminent domain)
- Majority rule vs. minority rights (why we have a Bill of Rights at all)
- Liberty vs. equality (speech that harms; property rights vs. anti-discrimination law)

Assessment ideas

- Branch "job application" or three-branch infographic
- Mock markup/floor debate on a real bill currently in Congress or the MN Legislature
- SCOTUS case moot court on a 1st Amendment student-speech case
- Federal vs. MN budget pie-chart comparison with a written "where would you cut?" defense

> **Pacing flag:** This unit carries nine benchmarks in 15 days, and Week 6 is only one true day. That's the single biggest crunch in the course. Two realistic options: (a) move **9.1.4.9 budgets** into Unit 3 where it pairs naturally with policy and elections, or (b) move **9.1.3.1 rights comparison** into Unit 4 where civil liberties get full treatment anyway. Also plan Week 6's single day as a self-contained review or catch-up day, not new content — students return from a long weekend into conferences week.

UNIT 3 — Voting & Policy (incl. State & Local Government)

Weeks 7, 8, 9, 10 (10/19–11/12) · 18 class days · End of Q1

Benchmarks: 9.1.4.7, 9.1.4.8, 9.1.2.2, 9.1.3.6, 9.1.1.4, 9.1.4.5, 9.1.1.2, 9.1.5.1, 9.1.5.2, 9.1.1.3, 9.5.23.1

> **Big opportunity:** Your Week 9 calendar (Mon 11/2, then Wed 11/4–Fri 11/6, with Tuesday off) means **Election Day falls squarely inside this unit.** Build the whole unit as a countdown: registration and ballot literacy in Weeks 7–8, prediction and endorsement work Monday 11/2, results analysis Wednesday 11/4. Confirm which races are on your local ballot and get a sample ballot from the county — that single document can anchor a week of instruction.

Essential Questions

- Does your vote actually matter? At which level does it matter most?
- Who gets to vote, who actually votes, and why the gap?
- How does a problem become a policy?

3A. Minnesota State Government — 9.1.4.7

Three branches at the state level; MN Constitution; the biennial legislative session and budget-year cycle; the Governor and constitutional officers (Lt. Governor, Attorney General, Secretary of State, State Auditor); MN's relationship to the federal government; MN's government-to-government relationship with the 11 Tribal Nations (seed this here — it pays off in Unit 6).

Vocab: state constitution · biennium · special session · line-item veto · attorney general · secretary of state · state auditor · county attorney · DFL (Minnesota's unique name for the Democratic Party) · Republican Party of Minnesota

Castro, fourth pass — who actually did what. This is the best "name the office" exercise in the course, because one case ran through three separately elected Minnesota officials, each using a different power:

- **Hennepin County Attorney** — brought the charges (county-level prosecution, elected countywide)
- **Attorney General** — filed the suit against another state's governor (statewide legal representation)
- **Governor** — made the extradition demand (executive-to-executive, under Article IV)

Plus the **BCA** as a state investigative agency operating outside Minnesota. Have students diagram it. By November they should be able to name all three offices, say who elects each one, and explain why the county attorney — not the AG — was the one who charged it.

3B. Local Government in Minnesota — 9.1.4.8

Counties (87 of them) and county boards; cities — home rule charter vs. statutory; townships; school districts and school boards; special districts (watershed, Met Council); mayor-council vs. council-manager; property taxes and local levies; where students actually encounter government (police, roads, parks, libraries, schools, snow emergencies).

Vocab: county · township · municipality · home rule charter · statutory city · city council · county commissioner · school board · levy · referendum · ordinance · zoning · special district · Metropolitan Council

3C. Elections & Voting — 9.1.4.5, 9.1.1.2, 9.1.2.2

Voter eligibility and registration; **Minnesota's same-day registration** and consistently top-in-the-nation turnout — ask students why; absentee/early voting; primaries vs. caucuses vs. conventions; general elections; the Electoral College and winner-take-all; redistricting and gerrymandering; ranked-choice voting in Minneapolis and St. Paul; the expansion of suffrage (15th, 19th, 24th, 26th Amendments; Indian Citizenship Act 1924; VRA 1965; Shelby County v. Holder 2013); voter ID debates; MN's restoration of voting rights after incarceration.

Vocab: suffrage · franchise · registration · precinct · polling place · ballot · absentee ballot · primary (open/closed) · caucus · delegate · Electoral College · elector · winner-take-all · swing state · popular vote · plurality · majority · runoff · ranked-choice voting · incumbent · midterm · redistricting · apportionment · gerrymandering · voter turnout · disenfranchisement · poll tax · literacy test

3D. Parties, Interest Groups & Media — 9.1.5.1, 9.1.5.2, 9.1.1.3

Functions of parties; the two-party system and why third parties struggle; platforms and planks; realignment; polarization. Interest groups, lobbying, PACs and Super PACs, Citizens United; the iron triangle. Media: functions (gatekeeper, watchdog, agenda-setter), ownership consolidation, social media algorithms, echo chambers, misinformation vs. disinformation. Public opinion polling: sampling, margin of error, question wording, push polls. **Propaganda techniques** — bandwagon, testimonial, glittering generalities, card stacking, fear appeal — taught with real campaign ads from the current cycle.

Vocab: political party · platform · plank · two-party system · third party · spoiler effect · polarization · partisan · independent · swing voter · interest group · lobbyist · PAC · Super PAC · campaign finance · dark money · iron triangle · public opinion · poll · sample · margin of error · bias · agenda setting · gatekeeping · echo chamber · misinformation · disinformation · propaganda · soundbite · spin

3E. Civic Engagement & Responsibility — 9.1.1.4, 9.1.3.6

Voting, contacting officials, testifying at a hearing, petitions, protest and civil disobedience, boycotts, community organizing, jury duty, military service, running for office, mutual aid. Duties (legally required: obey laws, pay taxes, jury duty, register for Selective Service) vs. responsibilities (voluntary: vote, stay informed, volunteer).

Vocab: civic engagement · activism · civil disobedience · protest · boycott · petition · testimony · public comment · grassroots · advocacy · volunteerism · duty · responsibility

3F. Ethnic Studies — 9.5.23.1

How racial and ethnic categories have been politically constructed and re-drawn over time: U.S. Census categories from 1790 to today; the "one-drop rule"; racial prerequisite naturalization cases (Ozawa, Thind); the creation of the "Hispanic/Latino" ethnicity category in 1970s; the multiracial option added in 2000; ongoing debates over a MENA category; how Tribal citizenship differs fundamentally from a racial category (political status, not race — this directly sets up Unit 6's 9.1.6.1).

Vocab: race · ethnicity · social construction · census · classification · naturalization · assimilation · political status vs. racial category

Assessment ideas

- **Voter registration workshop** — every 18-year-old registers; everyone else pre-registers (MN allows 16- and 17-year-olds to pre-register)

- Sample-ballot deep dive: research every race and question on the real local ballot
- Campaign ad deconstruction: identify propaganda techniques, funding source, target audience
- Election night prediction sheet → post-election analysis on 11/4
- Gerrymandering map-drawing activity
- Local-issue letter to an actual city council member or state legislator

UNIT 4 — The Justice System, Civil Rights & Civil Liberties

Weeks 11, 12, 13, 14 (11/16–12/11) · 17 school days

Benchmarks: 9.1.4.6, 9.1.3.3, 9.1.3.4, 9.1.3.5, 9.1.5.3, 9.5.25.4

Essential Questions

- What makes a law legitimate?
- How do you protect the innocent without letting the guilty go free?
- Who counts as "equal" under equal protection — and who decides?

4A. Law & the Court System — 9.1.4.6

Purposes of law (order, protection, conflict resolution, justice, promoting values); sources of law (constitutional, statutory, administrative regulation, case/common law, treaties, tribal codes, local ordinance); types of law (criminal vs. civil; felony vs. misdemeanor vs. petty misdemeanor; juvenile); how a bill becomes an ordinance locally; evaluating a law's impact.

Vocab: statute · ordinance · regulation · common law · case law · criminal law · civil law · tort · felony · misdemeanor · plaintiff · defendant · prosecutor · public defender · litigation · jurisdiction · burden of proof · beyond a reasonable doubt · preponderance of the evidence

Castro, final pass — the presumption applied to someone students may not want to give it to. By December, students have followed this case since Week 1 and most will have a view. That's exactly the moment to insist on the presumption of innocence, the charging process, what a warrant actually does, and what happens when a prosecution can't physically reach a defendant. **A class that extends due process only to sympathetic defendants has learned the opposite of the lesson.** Say that part out loud. If the case has resolved by then, compare the outcome to what students predicted in September.

4B. Rights of the Accused — Pretrial (4th & 5th) — 9.1.3.3

Search and seizure; warrants and probable cause; the exclusionary rule; stop-and-frisk; searches of students, cars, phones, homes; arrest and booking; Miranda warnings; self-incrimination; grand jury and indictment; double jeopardy; bail and pretrial detention; plea bargaining (and the fact that ~95% of cases end here — a crucial reality check against TV courtroom drama).

Vocab: search and seizure · warrant · probable cause · reasonable suspicion · exclusionary rule · fruit of the poisonous tree · Miranda rights · self-incrimination · interrogation · grand jury · indictment · arraignment · double jeopardy · bail · plea bargain · due process

Cases: Mapp v. Ohio · Terry v. Ohio · Miranda v. Arizona · New Jersey v. T.L.O. · Riley v. California · Carpenter v. U.S.

Week 1 payoff — open the sub-unit here. Hand back the Rights Inventory students filled out on 9/8 and have them re-answer it cold before saying anything else. Rules 2, 3, 4, 5, 7, and 10 all land in this sub-unit; students should now be able to explain why each one works, not just what to say. Add Salinas v. Texas (2013) to sharpen Rule 2, and Rodriguez v. U.S. (2015) for the traffic stop.

4C. Rights at Trial & Punishment (6th & 8th) — 9.1.3.4

Speedy and public trial; impartial jury and voir dire; right to counsel; confrontation of witnesses; the trial sequence step by step; sentencing; the 8th Amendment on excessive bail, excessive fines, cruel and unusual punishment; the death penalty debate (note: Minnesota abolished capital punishment in 1911); juvenile justice as a separate system.

Vocab: speedy trial · impartial jury · voir dire · jury of peers · right to counsel · subpoena · testimony · cross-examination · verdict · acquittal · conviction · sentencing · mandatory minimum · probation · parole · appeal · cruel and unusual punishment · capital punishment · recidivism · restorative justice

Cases: Gideon v. Wainwright · In re Gault · Gregg v. Georgia · Roper v. Simmons · Miller v. Alabama

4D. Ethnic Studies — Constructing Criminality — 9.5.25.4

How social, political, and legal systems define who is a "criminal": Black Codes and convict leasing; vagrancy laws; the war on drugs and the crack/powder cocaine sentencing disparity; the school-to-prison pipeline; policing practices and disparate stop/arrest rates; immigration status as criminalization; the collateral consequences of a criminal record (housing, employment, voting, licensing); how the label follows individuals and reshapes whole communities; alternatives — diversion, restorative justice, MN's rights-restoration law.

Vocab: criminalization · disparity · disparate impact · mass incarceration · collateral consequences · school-to-prison pipeline · profiling · discretion · diversion · reentry · stigma

Week 1 callback — the hard sequel. In September students learned what to say. Here they take up the question the video doesn't answer: the rules improve your legal position, but they don't guarantee the encounter goes the same way for everyone. Having named that limit honestly back in Week 1 is what makes this discussion possible in December rather than defensive.

4E. Due Process & Equal Protection — 14th Amendment — 9.1.3.5

Procedural vs. substantive due process; the incorporation doctrine (how the Bill of Rights came to apply to states); equal protection and levels of scrutiny (strict / intermediate / rational basis); Plessy → Brown; de jure vs. de facto segregation; the Civil Rights Act of 1964 and Voting Rights Act of 1965; expansion of civil rights to women, disabled Americans (ADA), LGBTQ+ Americans; the affirmative action line of cases through SFFA v. Harvard; the Japanese American incarceration cases as a cautionary tale.

Vocab: civil rights vs. civil liberties · due process (procedural/substantive) · equal protection · incorporation · strict scrutiny · rational basis · suspect classification · segregation (de jure/de facto) · discrimination · affirmative action · disparate treatment

Cases: Plessy v. Ferguson · Brown v. Board · Loving v. Virginia · Korematsu v. U.S. · Obergefell v. Hodges · SFFA v. Harvard

4F. Public Policy Project — 9.1.5.3

This benchmark is a process benchmark and works best as a running project across Weeks 11–14, not a single lesson. The five required steps map cleanly onto weeks:

6. **Define the problem** (with evidence, at a specific level of government)
7. **Develop alternative courses of action** (at least three)
8. **Evaluate consequences** of each (cost, feasibility, who benefits, who bears the cost, unintended effects)
9. **Select a course of action** and justify it
10. **Design an implementation plan** — who does what, with what authority, funded how

Vocab: public policy · problem definition · stakeholder · alternative · trade-off · cost-benefit analysis · feasibility · implementation · evaluation · unintended consequence · agenda setting

Assessment ideas

- Full mock trial (this unit's obvious capstone — Weeks 13–14)
- "Know your rights" one-pager students could hand to a peer
- Case-brief practice: facts → issue → holding → reasoning → significance
- Policy project presentation to a panel, ideally with a real community member or local official

> **Pacing flag:** Week 12 is only Monday and Tuesday before Thanksgiving break. Plan it as a low-stakes, high-engagement block — a rights scenario carousel or documentary segment — rather than launching the trial procedure content that Week 13 will need to rely on. Also worth deciding now whether the policy project's final product lands before Winter Break or gets pushed to January, since Week 15 is a five-day Foreign Policy sprint into the break.

UNIT 5 — Foreign Policy

Week 15 (12/14–12/18) · 5 school days, then Winter Break

Benchmarks: 9.1.4.11, 9.1.1.1, 9.1.4.10

Essential Questions

- Who actually makes foreign policy in a democracy?
- Can international law be "law" if there's no world police?
- Should the U.S. intervene in other countries' problems?

Key Topics

- Goals of foreign policy (national security, economic interest, humanitarian, promoting values)
- Tools: diplomacy, foreign aid, sanctions, trade policy, alliances, covert action, military force
- Who makes it: President and executive agreements; State Department; Congress's declare-war power and the purse; the War Powers Resolution tension; Senate treaty ratification
- International law: treaties, Geneva Conventions, customary international law, why enforcement is the hard part
- International organizations: UN (Security Council, General Assembly, veto power), NATO, WTO, World Bank/IMF, ICC — and evaluating whether membership constrains or empowers a nation state (9.1.4.11)
- Non-state influence on U.S. foreign policy (9.1.4.10): multinational corporations, agricultural cooperatives (very MN-relevant — Cargill, Land O'Lakes, ag exports), labor unions, diaspora communities, NGOs (Red Cross, Doctors Without Borders, Amnesty), think tanks, religious organizations
- A current-events case study — this is the natural home for 9.1.1.1

Vocabulary

foreign policy · diplomacy · diplomat · ambassador · embassy · treaty · executive agreement · ratification · alliance · sanctions · embargo · tariff · trade agreement · foreign aid · humanitarian aid · isolationism · interventionism · unilateral · multilateral · deterrence · soft power · hard power · sovereignty · nation-state · NGO · IGO · Security Council · veto power · peacekeeping · human rights · Geneva Conventions · war crime · genocide · refugee · asylum

Assessment ideas

- Model UN–style Security Council simulation on a current crisis (fits a 5-day week neatly)
- "You are the President" decision tree with real constraints
- Compare two nations' responses to the same international issue

> A one-week unit right before break benefits from being simulation-heavy. Students stay engaged, and you avoid ending the calendar year mid-lecture.

UNIT 6 — Tribal Nations

Weeks 16, 17 (1/4–1/15) · 10 school days

Benchmarks: 9.1.6.1, 9.1.6.2, 9.1.6.3, 9.1.6.4, 9.1.4.7, 9.5.25.2, 9.5.23.4

Essential Questions

- What does it mean that Tribal Nations are *nations*, not minority groups?
- How can the same government be both a trustee and the party that broke the trust?
- Who gets to tell the story of Indigenous people — and what happens when they get it wrong?

Framing that matters

Lead with **sovereignty as political status, not race** (9.1.6.1). If students leave with one idea, it should be that Tribal citizenship is a political relationship — like citizenship in any nation — not an ethnic category. This is the payoff for the 9.5.23.1 work back in Unit 3.

Key Topics

- Pre-contact Indigenous governance in the region: Dakota and Anishinaabe/Ojibwe political structures, clan systems, consensus decision-making
- Treaty-making as nation-to-nation diplomacy; treaties as the supreme law of the land under Article VI
- Minnesota treaty history: 1837, 1854, 1855 Ojibwe treaties; 1851 Treaties of Traverse des Sioux and Mendota; the U.S.–Dakota War of 1862, the mass hanging at Mankato, and Dakota exile
- The **trust relationship** and the Marshall Trilogy ("domestic dependent nations"); federal plenary power
- Federal Indian policy eras — a spine for the whole unit: Removal → Reservation → **Allotment (Dawes Act 1887)** and boarding schools → Indian Reorganization Act 1934 → Termination and Relocation (1950s) → **Self-Determination (1975–present)**
- **Minnesota's 11 federally recognized Tribal Nations**: seven Anishinaabe/Ojibwe (Bois Forte, Fond du Lac, Grand Portage, Leech Lake, Mille Lacs, White Earth, Red Lake) and four Dakota communities (Lower Sioux, Prairie Island, Shakopee Mdewakanton, Upper Sioux). Note that Red Lake is unallotted and holds its land in common, and is not part of the Minnesota Chippewa Tribe — a concrete illustration that "tribal government" is not one uniform thing (9.1.6.3)
- Tribal governance structures: constitutions, tribal councils and chairpersons, tribal courts, tribal codes; compare with federal and MN state structures (9.1.6.3)
- Jurisdiction: Public Law 280 and Minnesota's unusual status; criminal vs. civil jurisdiction; concurrent and overlapping authority; *McGirt* as a recent national example
- Trust relationships across governments (9.1.6.2): tribal–federal, tribal–state (MN's government-to-government consultation policy), tribal–local (cross-deputization, service agreements, tax agreements), tribal–international (Indigenous rights under UNDRIP)
- Economic sovereignty: IGRA and gaming compacts, tribal enterprises, land into trust
- Contemporary issues and successes (9.1.6.4): treaty rights and *Minnesota v. Mille Lacs Band* (1999); manoomin/wild rice protection; ICWA and the Minnesota Indian Family Preservation Act; MMIW/MMIR task forces; language revitalization and immersion schools; pipeline and water-rights conflicts; tribal public health and pandemic response; land-back efforts

- **Representation and iconography (9.5.25.2)**: mascots and the change to Minnesota school mascot policy; museum practice and NAGPRA; Indigenous vs. non-Indigenous depictions in film, sports, advertising, and monuments; contemporary Indigenous artists and media makers telling their own stories
- **9.5.23.4** — Hold the ideals up against the record: how MN and U.S. government actions both upheld and violated freedom, equality, and justice. Pair the Minnesota Constitution's promises with the 1863 Dakota removal acts

Vocabulary

sovereignty · tribal sovereignty · nation-to-nation · treaty · cession · ceded territory · usufructuary rights · trust responsibility · trust land · domestic dependent nation · plenary power · reservation · allotment · Dawes Act · boarding school · Indian Reorganization Act · termination · relocation · self-determination · federally recognized · band · nation · tribal council · tribal court · tribal code · enrollment · blood quantum · Public Law 280 · jurisdiction · consultation · IGRA · gaming compact · ICWA · NAGPRA · repatriation · UNDRIP · Anishinaabe · Ojibwe · Dakota · manoomin

Sourcing note

Prioritize materials produced by Tribal Nations and Indigenous educators — nation websites, the Minnesota Indian Affairs Council, tribal college resources, Indigenous journalists. For 9.5.25.2 especially, the analysis is stronger when students compare an outside depiction directly against a self-representation.

Assessment ideas

- Comparative governance chart: U.S. federal / State of Minnesota / one specific Tribal Nation's constitution (9.1.6.3 directly)
- Treaty close-read: what was promised, what was delivered, what remains legally binding today
- Iconography analysis: a mascot, monument, or ad campaign vs. contemporary Indigenous self-representation
- Research a current issue facing one MN Tribal Nation and identify which government(s) have authority to act

UNIT 7 — Finals Review & Finals

Week 18 (1/19–1/22, 4 days) · Week 19 (1/25–1/28, 4 days)

Week 18 — Review

Organize review around the throughlines rather than unit-by-unit, so students practice transfer:

- **Levels & powers** — sort scenarios into federal / state / local / tribal
- **Rights** — which amendment, what's the limit, which case
- **Process** — bill to law, case to SCOTUS, problem to policy, voter to ballot
- **Ideals vs. reality** — where the system has fallen short and how it changed
- **Vocabulary gauntlet** — the ~40 highest-leverage terms across all six units

Week 19 — Finals

Consider a two-part final: an objective section covering vocabulary and structure, plus a document-based or scenario-based written response that requires students to apply principles to an unfamiliar situation. If the policy project (9.1.5.3) hasn't been formally presented, this week is a natural home for it.

Summary Table

Unit	Weeks	Days	Benchmarks	Anchor Assessment
0. Launch — 10 Rules	1	4	Preview of 9.1.3.2–.4 (skills 9.1.1.3)	Rights Inventory pre-assessment
1. Foundations	2	5	9.1.2.1	Society-design simulation
2. Constitution	3–6	15	9.1.4.1–.4, 9.1.3.1, 9.1.3.2, 9.1.2.3, 9.1.3.7, 9.1.4.9	Moot court / branch project
3. Voting & Policy	7–10	18	9.1.4.7, 9.1.4.8, 9.1.2.2, 9.1.3.6, 9.1.1.2–.4, 9.1.4.5, 9.1.5.1, 9.1.5.2, 9.5.23.1	Ballot project + election analysis
4. Justice & Rights	11–14	17	9.1.4.6, 9.1.3.3–.5, 9.1.5.3, 9.5.25.4	Mock trial + policy project
5. Foreign Policy	15	5	9.1.4.10, 9.1.4.11, 9.1.1.1	Security Council simulation
6. Tribal Nations	16–17	10	9.1.6.1–.4, 9.1.4.7, 9.5.25.2, 9.5.23.4	Comparative governance chart
7. Finals	18–19	8	—	Final exam