Minnesota K-12 Academic Standards in History and Social Studies Curriculum and Assessment Alignment Form

HISTORY AND SOCIAL STUDIES

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be . . . I know of no safe depository of the ultimate powers of the society but the people themselves. And if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. - Thomas Jefferson

Public education in Minnesota must help students gain the knowledge and skills that are necessary to, in Jefferson's view, protect and maintain freedom. The Social Studies Standards on the following pages attempt to do just this by specifying the particular knowledge and skills that Minnesota students will be required to learn in the disciplines of U.S. History, World History, Geography, Economics and Civics as required by Minnesota statutes.

These standards are written with the recognition that additional academic disciplines, Psychology, Sociology, and Anthropology, have strong traditions of instruction in Minnesota schools. Schools may choose to continue teaching in these academic disciplines as local traditions, interest, and school priorities dictate.

Minnesota Academic Standards in History and Social Studies

HISTORY

What is History?

The study of History (Minnesota, U.S., and World) helps students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals.

The study of U.S. History helps students understand the democratic traditions of the United States and how these traditions were established and how they continue in the present. U.S. History also helps students understand that the United States is a nation built on ordinary and extraordinary individuals united in an on-going quest for liberty, freedom, justice, and opportunity. It helps students understand how much courage and sacrifice it has taken to win and keep liberty and justice.

The study of World History helps students understand the major developments in the civilizations of Europe, the Middle East, Africa, Asia, and the Americas. World History helps students recognize the "common problems of all humankind, and the increasing interactions among nations and civilizations that have shaped much of human life" and how individuals and nations have successfully or unsuccessfully met the challenges of human nature and their environment.

Why study History?

American History should be studied because, as Kenneth T. Jackson - chair of the Bradley Commission on History in the Schools - states, "Unlike many other peoples, Americans are not bound together by a common religion or a common ethnicity. Instead, our binding heritage is a democratic vision of liberty, equality, and justice. If Americans are to preserve that vision and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past, when events and forces either helped or obstructed it, and how it has evolved down to the circumstances and political discourses of our own time."

World History should be studied because of the increasing global connections in the areas of commerce, politics, technology and communications, transportation, and migration and resettlement. These increasing connections make an understanding of the history of the world's many cultures especially important in fostering the respect and understanding required in a connected and interdependent world.

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
UNITED STA	TES HISTORY GR	ADES K - 3			
I. U.S. HISTORY	A. Family Life Today and In The Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	 Students will compare family life in his or her community from earlier times and today. Students will compare family life in at least three distant places and times. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. 		
I. U.S. HISTORY	B. Famous People and Events in U.S. History	The student will recognize people and events that made significant contributions to U.S. History.	1. Student will know individuals and groups associated with key turning points in U.S. History.		
I. U.S. HISTORY	C. Many Peoples and Cultures Meet in the Making of North America	The student will demonstrate knowledge of the people who settled in North America.	 Students will understand that large and diverse American Indian nations were the original inhabitants of North America. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment					
UNITED ST	UNITED STATES HISTORY GRADES 4-8									
I. U.S. HISTORY	A. Pre-history through 1607	The student will understand that large and diverse American Indian nations were the original inhabitants of North America.	1. Students will compare ways of life of Indian Nations from different regions of North America.							
I. U.S. HISTORY	B. Pre-history through 1607	The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations.	 Students will identify key European explorers and how their voyages led to the establishment of colonies. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts. 							
I. U.S. HISTORY	C. Colonization and Conflict, 1607-1780s	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	 Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact. Students will identify the differences and tensions between the English colonies and American Indian tribes. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies. 							

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I. U.S. HISTORY	D. Political Unrest and the American Revolution 1763- mid-1791	The student will demonstrate an understanding of the causes and course of the American Revolution.	 Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths. Students will analyze the roles of key individuals and political leaders in the American Revolution. Students will know and understand key factors and events contributing to the defeat of the British. 		
I. U.S. HISTORY	D. Political Unrest and the American Revolution 1763- mid-1791	The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.	1. Students will know and understand basic principles of the new government established by the Constitution of the United States. 2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.		
I. U.S. HISTORY	E. Growth and Westward Expansion, 1801- 1861	The student will demonstrate knowledge of western expansion, conflict, and reform in America.	Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations. 2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.		

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I. U.S. HISTORY	F. Civil War and Reconstruction, 1850s-1870s	The student will demonstrate knowledge of the causes of the Civil War.	 Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises. Students will identify on a map the states that seceded from the Union, and those that remained in the Union. 		
I. U.S. HISTORY	F. Civil War and Reconstruction, 1850s-1870s	The student will demonstrate knowledge of major events and people of the Civil War.	 Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg. Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, 		
I. U.S. HISTORY	G. Reshaping the Nation and the Emergence of Modern America, 1877-1916	The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	women and former slaveholders. 1. Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact. 2. Students will identify and explain racial segregation and racism, including the rise of "Jim Crow," the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.		
			3. Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization		

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I. U.S. HISTORY	H. World Wars and the Emergence of Modern America, 1900-1930s	The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.	changed life in America. 4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women's suffrage and the temperance movement, and identify the contributions of individuals in these movements. 1. Students will know and understand the reasons for the Spanish-American War and its resulting impact. 2. Students will know and understand the United States' actions in the Pacific, and resulting international reactions. 3. Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.		
I. U.S. HISTORY	H. World Wars and the Emergence of Modern America, 1900-1930s	The student will understand World War I, its causes and effects.	 Students will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I. Students will explain Wilson's 14 Points and United States' isolationism. 		

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I. U.S. HISTORY	I. A World at War, 1930s-1945	The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.	 Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan. Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and "Rosie 		
I. U.S. HISTORY	J. Post WWII Era, 1945-1980	The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.	 the Riveter." Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis. Students will explain the changing 		

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			patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities.		
			5. Students will identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i> .		
I. U.S. HISTORY	K. Contemporary America, 1980- present	The student will recognize the opportunities and challenges facing the United States and	1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.		
		explore its role in the world since 1989.	2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.		

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UNITED STATES HISTORY GRADES 9-12									
I. U.S. HISTORY	A. Indigenous People of North America	The student will demonstrate knowledge of indigenous cultures in North America prior to and during western exploration.	Students will identify important cultural aspects and regional variations of major North American Indian nations.						
I. U.S. HISTORY	B. Three Worlds Converge, 1450- 1763	The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.	 Students will identify the stages and motives of European oceanic and overland exploration from the 15th to the 17th centuries. Students will describe the consequences of early interactions between Europeans and American Indian nations. Students will describe key characteristics of West African kingdoms and the development of the Atlantic slave trade. 						
I. U.S. HISTORY	B. Three Worlds Converge, 1450- 1763	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	1. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact. 2. Students will identify the growing differences and tensions between the European colonies, England and American Indian Nations.						

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I. U.S. HISTORY	C. Three Worlds Converge, 1450- 1763	The student will understand the economic development of the English colonies in North America and the exploitation of enslaved Africans.	1. Students will describe and evaluate the enslavement of Africans, the Middle Passage and the use of slave labor in European colonies.		
I. U.S HISTORY	D. Revolution and the New Nation, 1763-1820	The student will demonstrate knowledge of the causes, course, and consequences of the American Revolution.	 Students will analyze the major economic, political, and philosophical conflicts leading to the American Revolution including the roles of the First and Second Continental Congresses and the Declaration of Independence. Students will explain how and why the Americans won the war against superior British resources, analyzing the role of key leaders, major campaigns and events, and participation by ordinary soldiers and civilians. Students will explain the impact of the Revolutionary War on groups within American society, including loyalists, patriots, women and men, Euro-Americans, enslaved and free African Americans, and American Indians. 		

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I. U.S HISTORY	E. Revolution and the New Nation, 1763- 1820	The student will understand the foundation of the American government and nation.	1. Students will identify and explain the basic principles that were set forth in the documents that declared the nation's independence (the Declaration of Independence, inalienable rights and self-evident truths) and that established the new nation's government (the Constitution).		
			2. Students will describe and evaluate the major achievements and problems of the Confederation period, and analyze the debates over the Articles of Confederation and the revision of governmental institutions that created the U.S. Constitution and the Bill of Rights, and the interpretive function of the Supreme Court.		
			3. Students will describe and explain the emergence of the first American party system.		
I. U.S HISTORY	F. Expansion, Innovation, and Reform, 1801- 1861	The student will demonstrate knowledge of the early republic and how territorial expansion affected foreign relations.	 Students will describe the causes and analyze the effects of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine. Students will analyze the impact of territorial expansion on American Indian nations and the evolution of federal and state Indian policies. 		
			3. Students will analyze the causes and consequences of U.S. geographic expansion to the Pacific, including the concept of Manifest Destiny and the Mexican-American War.		

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I. U.S HISTORY	G. Expansion, Innovation, and Reform, 1801- 1861	The student will understand how explosive growth (economic, demographic, geographic) and technological innovation transformed American society.	Students will describe and analyze the impact of innovations in industry, technology and transportation on life in America. Students will examine demographic growth and patterns of population change and their consequences for American society before the Civil War.		
I. U.S HISTORY	H. Expansion, Innovation, and Reform, 1801- 1861	The student will understand the sources, characteristics, and effects of antebellum reform movements.	1. Students will understand the sources, characteristics and effects of cultural, religious and social reform movements, including the abolition, temperance, and women's rights movements.		
I. U.S HISTORY	H. Expansion, Innovation, and Reform, 1801- 1861	The student will understand the extension, restriction, and reorganization of political democracy after 1800.	1. Students will describe and analyze changes in American political life including the spread of universal white male suffrage, restrictions on free African Americans, and the emergence of the Second Party System.		
I. U.S HISTORY	I. Civil War and Reconstruction, 1850-1877	The student will demonstrate knowledge of the long- and short-term causes of the Civil War	1. Students will identify and explain the economic, social, and cultural differences between the North and the South. 2. Students will understand and analyze the political impact of debates over slavery and growing sectional polarization in key events including the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law, the rise of the Republican party, the Southern secession movement and the formation of the Confederacy.		

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I. U.S HISTORY	I. Civil War and Reconstruction, 1850-1877	The student will understand the course, character, and outcome of the Civil War.	 Students will identify events and leaders of the war, and analyze how the differences in resources of the Union and Confederacy (economy, technology, demography, geography, political and military leadership) affected the course of the war and Union victory. Students will describe and explain the social experience of the war on battlefield and home front, in the Union and the Confederacy. Students will analyze the significance of Lincoln's Gettysburg Address and its views of American political life. 		
I. U.S HISTORY	I. Civil War and Reconstruction, 1850-1877	The student will demonstrate knowledge of the consequences of Civil War and Reconstruction.	 Students will describe the content of and reasons for the different phases of Reconstruction, and analyze their successes and failures in transforming social and race relations. Students will understand and explain the political impact of the war and its aftermath in Reconstruction, including emancipation and the redefinition of freedom and citizenship, expansion of the federal bureaucracy; expansion of federal authority and its impact on states' rights. 		
I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will analyze the process of westward expansion in the late 19 th Century.	1. Students will demonstrate knowledge of the effects of post-Civil War westward expansion including the resulting conflicts with American Indian nations.		

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I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will describe and analyze the linked processes of industrialization and urbanization after 1870.	 Students will demonstrate knowledge about how the rise of corporations, heavy industry, and mechanized farming transformed the American economy, including the role of key inventions and the growth of national markets. Students will demonstrate knowledge of the rapid growth of cities and the transformation of urban life, including the impact of migration from farms and new technologies, the development of urban political machines, and their role in financing, governing, and policing 		
I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will demonstrate knowledge of the causes and consequences of immigration to the United States from 1870 to the First World War.	cities. 1. Students will demonstrate knowledge of the massive wave of "New" immigration after 1870, its differences from the "Old" immigration, and its impact on new social patterns, conflicts, and ideas of national unity.		
I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will understand the origins of racial segregation.	1. Students will demonstrate knowledge of the imposition of racial segregation, African American disfranchisement, and growth of racial violence in the post-reconstruction South, the rise of "scientific racism," and the debates among African-Americans about how best to work for racial equality.		

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I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will describe how industrialization changed nature of work and the origins and role of labor unions in the 1870s, 1880s, and 1890s.	1. Students will demonstrate knowledge about how the rise of industry changed the nature of work in factories, the origins of labor unions, and the role of state and federal governments in labor conflicts.		
I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will understand the changing dynamics of national politics in the late 19 th Century.	1. Students will demonstrate knowledge about the ways the American people responded to social, economic, and political changes through electoral politics and social movements such as populism and temperance.		
I. U.S. HISTORY	J. Reshaping the Nation and the Emergence of Modern America, 1877- 1916	The student will understand the causes and consequences of American expansionism and the Spanish-American War.	1. Students will examine the causes of the Spanish-American war and analyze its effects on foreign policy, national identity, and the debate over the new role of America as a growing power in the Pacific and Latin America.		
I. U.S. HISTORY	K. The Emergence of Modern America, 1890- 1930	The student will analyze the wide range of reform efforts known as Progressivism between 1890 and the First World War.	 Students will demonstrate knowledge of how Progressives addressed problems of industrial capitalism, urbanization, and political corruption. Students will analyze the debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19th Amendment granting women the right to vote. 		
I. U.S. HISTORY	K. The Emergence of Modern America, 1890- 1930	The student will understand the causes and consequences of World War I.	1. Students will analyze the causes of World War I and identify key people, major events, and the war's impact on American foreign and domestic policy.		

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I. U.S. HISTORY	K. The Emergence of Modern America, 1890- 1930	The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression.	 Students will analyze how developments in industrialization, transportation, communication, and urban mass culture changed American life. Students will describe key social changes related to immigration, social policy, and race relations. Students will examine the changing role of art, literature and music in the 1920s and 30s. 		
I. U.S. HISTORY	L. The Great Depression and World War II, 1929-1945	The student will understand the origins and impact of Great Depression and the New Deal, 1929-1940.	 Students will demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life. Students will demonstrate knowledge of how the New Deal addressed the Great Depression and transformed American federalism. 		
I. U.S. HISTORY	M. The Great Depression and World War II, 1929-1945	The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.	 Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict. Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed. Students will describe the impact of the war on people such as women, African Americans and Japanese Americans. 		

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I. U.S. HISTORY	N. Post-War United States, 1945-1972	The student will understand the social and economic changes in the United States, 1945-1960	 Students will demonstrate knowledge of social transformation in post-war United States. Students will understand the post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations. 		
I. U.S. HISTORY	N. Post-War United States, 1945-1972	The student will understand the Cold War, its causes, consequences and its military conflicts.	 Students will demonstrate knowledge of key events of the Cold War and the causes and consequences of the Korean War. Students will analyze America's involvement in the Vietnam War. 		
I. U.S. HISTORY	N. Post-War United States, 1945-1972	The student will understand the key domestic political issues and debates in the postwar era to 1972.	 Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations. Students will analyze provisions of Kennedy's New Frontier and Johnson's Great Society. Students will analyze the impact of the foreign and domestic policies of Nixon. 		
I. U.S. HISTORY	N. Post-War United States, 1945-1972	The student will understand the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them.	1. Students will demonstrate knowledge of the "rights revolution" including the civil rights movement, women's rights movements, expansion of civil liberties, and environmental and consumer protection.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
I. U.S. HISTORY	O. Contemporary United States, 1970 to the present	The student will understand the evolution of foreign and domestic policy in the last three decades of the 20 th Century and the beginning of the 21 st Century.	1. Students will demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H. W. Bush, and Clinton, George W. Bush administrations. 2 Students will demonstrate knowledge of economic, social, and cultural developments in contemporary United States.		
			3. Students will know and describe the political and economic policies that contributed to the collapse of the Soviet Union and the end of the Cold War.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment				
MINNESOTA H	MINNESOTA HISTORY GRADES 4-8								
II. MINNESOTA HISTORY	A. Pre-Contact to 1650	The student will demonstrate knowledge of Minnesota's indigenous peoples.	Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.						
II. MINNESOTA HISTORY	B. Contact and Fur Trade 1600-1810	The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.	 Students will describe how early explorers and fur traders affected the development of Minnesota. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders. 						
II. MINNESOTA HISTORY	C. Early Settlement and Statehood 1810-1860	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th Century and the changes the new Minnesotans brought with them.	 Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes. Students will describe the process of Minnesota's becoming a territory and then a state. Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers. 						

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
II. MINNESOTA HISTORY	D. Civil War and Dakota War 1860- 1864	The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.	 Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes. Students will describe Minnesota's role in the Civil War, both on the home front and on the battlefront, including the role of the First Minnesota Regiment. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862. 		
II. MINNESOTA HISTORY	E. Industrial Era 1865-1914	The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture). 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape. 3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.		

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II. MINNESOTA HISTORY	F. World Wars I and II, and the Interwar period, 1914- 1945	The student will know and understand the impact on Minnesota of World War I and World War II, as well as, the social and economic changes of the 1920s and the 1930s.	 Students will understand the issues that Minnesotans faced during World War I and how they responded to them. Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal. Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota. 		
II. MINNESOTA HISTORY	G. Post-World War II to the Present	The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20 th Century through the present, and analyze the impact of those changes.	 Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact. Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world. 		
			4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment				
WORLD HISTOR	WORLD HISTORY GRADES K-3								
III. WORLD HISTORY	A. Family Life Today and in the Past B. Civilizations	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	 Students will compare family life in their own communities from earlier times and today. Students will compare family life in at least three distant places and times. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. Students will demonstrate knowledge of 						
HISTORY	in World History	demonstrate knowledge of the historical development of past cultures around the world.	the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.						
III. WORLD HISTORY	C. Famous People in World History	The student will recognize individuals or groups that have shaped the world	1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.						

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment				
III. WORLD HISTORY GRADES 4-8									
III. WORLD HISTORY	A. Beginnings of Human Society	The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.	 Students will describe the migration of people from Africa to other world regions. Students will describe the development of agriculture and its effect on human communities. Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world. Students will describe significant historical achievements of various cultures of 						
III. WORLD HISTORY	B. Classical Civilizations and World Religions 1000 BC - 600 AD	The student will describe classical civilizations in Africa, Asia, and Mesoamerica.	 the world. Students will describe the emergence of states in Sub-Saharan Africa and explains how iron working diffused in Africa. Students will describe how the Chinese Empire was united. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica. Students will describe and compare major religious systems and practices. 						
III. WORLD HISTORY	C. Classical Civilizations and World Religions 1000 BC - 600 AD	The student will describe classical civilizations in Europe and the West.	 Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy. Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy. 						

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	D. World Civilizations, Expansions of Cultural, Commercial an Political Contacts, 600 AD - 1500 AD	The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.	 Students will analyze the spread of Islamic civilization to western Europe, India and Africa. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life. Students will describe the formation of states in sub-Saharan Africa and the Americas. 		
III. WORLD HISTORY	E. Western Civilizations, Renaissance and Reformation 1000 AD - 1700 AD	The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.	 Students will demonstrate knowledge of the Renaissance in Europe. Students will demonstrate knowledge of the age of exploration. Students will demonstrate knowledge of the Reformation including important figures of the era. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17th Century, including the Enlightenment. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	F. World Civilizations, Toward a Global Culture, 1500 - 1770 AD	The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	 Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450. Students will describe early European explorations, settlements, and empires. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians. 		
III. WORLD HISTORY	G. Western Civilizations, Age of Revolution and Reaction, 1640- 1920 AD	The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.	1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment			
WORLD HIST	WORLD HISTORY GRADES 9-12							
III. WORLD HISTORY	A. Beginnings of Human Society and Early Civilizations, to 1000 BC	The student will demonstrate knowledge of the earliest human societies and the processes that led to the emergence of agricultural societies around the world.	 Students will analyze the biological, cultural, geographic, and environmental processes that gave rise to the earliest human communities. Students will describe innovations that gave rise to developed agriculture and permanent settlements and analyze the impact of these changes. 					
III. WORLD HISTORY	A. Beginnings of Human Society and Early Civilizations, to 1000 BC	The student will demonstrate knowledge of the major characteristics of civilization and the process of its emergence.	 Students will locate various civilizations of the era in time and place, and describe, and, Israel compare the cultures of these various civilizations. Students will analyze the spread of agricultural societies, and population movements. 					
III. WORLD HISTORY	B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient civilizations in South and East Asia.	1. Students will locate various civilizations of the era in India, China, Korea and Japan, and describe their structures and interactions.					
III. WORLD HISTORY	B. World Civilizations and Religions, 1000 BC- 500 AD	The student will demonstrate knowledge of ancient African civilizations.	Students will locate various African civilizations and describe their structures and ways of living.					
III. WORLD HISTORY	B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient Mesoamerican and South American civilizations.	1. Students will locate various Mesoamerican and South American civilizations and describe their structures and ways of living.					

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient Greek civilization and its influence throughout Eurasia, Africa and the Mediterranean.	 Students will analyze the influence of geography on Greek economic, social, and political development, and compare the social and political structure of the Greek city-states with other contemporary civilizations. Students will analyze the influence of Greek civilization beyond the Aegean including the conflicts with the Persian empire, contacts with Egypt and South Asia, and the spread of Hellenistic culture throughout the Mediterranean. 		
III. WORLD HISTORY	B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient Rome from about 500 BC - 500 AD and its influence in relation to other contemporary civilizations.	 Students will analyze the influence of geography on Roman economic, social and political development, and compare its social and political structure to other contemporary civilizations. Students will compare Roman military conquests and empire building with those of other contemporary civilizations. Students will analyze the influence of Roman civilization, including the contacts and conflicts with it and other peoples and civilizations in Eurasia, Africa and the Near East. Students will compare the disintegration of the Western Roman Empire with the fate of other contemporary empires. 		
III. WORLD HISTORY	C. World Civilizations and Religions, 1500 BC - 700 AD	The student will demonstrate knowledge of the history and rise of major world religions.	1. Students will understand the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, as well as indigenous religious traditions.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	D. Early Medieval & Byzantium, 400 AD - 1000 AD	The student will demonstrate knowledge of the Byzantine Empire.	Students will describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event. Students will describe Byzantine culture and examine disputes and why they led to the split between Eastern and Western Christianity.		
III. WORLD HISTORY	D. Early Medieval & Byzantium, 400 AD - 1000 AD	The student will demonstrate knowledge of Europe during the Middle Ages from about 500 - 1000 AD in terms of its impact on Western civilization.	 Students will describe the spread and influence of Christianity throughout Europe and analyze its impact. Students will explain the structure of feudal society and analyze how it impacted all aspects of feudal life. 		
III. WORLD HISTORY	E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD	The student will demonstrate knowledge of Islamic civilization from about 600 - 1000 AD.	 Students will identify historical turning points that affected the spread and influence of Islamic civilization, including disputes that led to the split between Sunnis and Shi'ah (Shi'ites). Student will explain significant features of the Islamic culture during this period. 		
III. WORLD HISTORY	E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD	The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns.	 Students will describe the influence of geography on the cultural and economic development of Japan, China, Southeast Asia and India. Students will describe the influence of geography on the cultural and economic development of the African kingdoms of Ghana, Mali and Songhai. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	E. Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD	The student will demonstrate knowledge of the interactions between Christendom and the Islamic world, 750 - 1500 AD.	 Students will describe the emergence of European states of Christendom and analyze the conflicts among them and other Eurasian powers. Students will describe the emergence of Islamic states in Africa, the Near East, Iberia and India, and analyze the conflicts among them and other Eurasian powers. Students will analyze the clashes between Christendom, Islam, and other peoples and polities. Students will analyze the emergence of the Ottoman Empire and its implications for Christendom, the Islamic World, and other polities. 		
III. WORLD HISTORY	E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD	The student will demonstrate a knowledge of overseas trade, exploration, and expansion in the Mediterranean, Indian, and Atlantic Oceans, 1000-1500 AD.	1. Students will compare the Indian Ocean region with the Mediterranean Sea region in terms of economic, political, and cultural interactions, and analyze the nature of their interactions after 1250 CE. 2. Students will compare Chinese exploration and expansion in the Indian Ocean and East Africa with European exploration and expansion in the Atlantic Ocean and West Africa. 3. Students will analyze the economic, political, and cultural impact of maritime exploration and expansion.		
III. WORLD HISTORY	E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD	The student will demonstrate knowledge of complex societies and civilizations in the Americas.	1. Students will compare the emergence, expansion and structures of Mayan, Incan, and Aztec civilizations. 2. Students will analyze patterns of long distance trade centered in Mesoamerica.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	E, Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD	The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.	 Students will describe the emergence of European states and analyze the impact. Students will explain conflicts among Eurasian powers. Students will identify patterns of crisis and recovery related to the Black Death, and evaluate their impact. Students will explain Greek, Roman, and 		
III. WORLD HISTORY	F. Emergence of a Global Age, 1450 AD - 1800 AD	The student will demonstrate knowledge of economic and political interactions among peoples of Europe, Asia, Africa, and the Americas.	Arabic influence on Western Europe. 1. Students will explain why European powers were able to extend political control in some world regions and not others, in the 15 th and 16 th Centuries. 2. Students will explain the consequences of the exchange of plants, animals, and disease microorganisms in both the Americas and Eurasia. 3. Students will explain the development of a world market of mineral and agricultural commodities. 4. Students will explain the development of the trans-Atlantic African slave trade and its impact on African and American societies.		
III. WORLD HISTORY	F. Emergence of a Global Age, 1450 AD - 1800 AD	The student will demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization.	 Students will identify and analyze the economic foundations of the Renaissance. Students will describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact. Students will identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			4. Students will analyze the short- and long-term effects of the religious, political and economic differences that emerged during the Reformation.		
III. WORLD HISTORY	F. Emergence of a Global Age, 1450 AD - 1800 AD	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 AD.	 Students will identify and explain the impact of exploration on culture and economies. Students will describe the location and development of the Ottoman Empire. 		
III. WORLD HISTORY	G. Age of Empires and Revolutions, 1640 - 1920 AD	The student will demonstrate knowledge of the integration of large territories under regional and global empires.	 Students will examine and analyze how trade- based empires laid the foundation for the global economy. Students will explain the impact of increased global trade on regional economies. Students will analyze the impact of military conflicts among imperial powers on trade and sovereignty. Students will understand and analyze the role of religion as an integrative force in the empires. Students will understand and analyze the interaction between imperial governments and indigenous peoples. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	G. Age of Empires and Revolutions, 1640 AD - 1920 AD	The student will demonstrate knowledge of scientific, political, philosophical, economic and religious changes during the 17 th and 18 th centuries.	 Students will describe the Scientific Revolution, its leaders, and evaluate its effects. Students will describe the Age of Absolutism, identify its leaders, and analyze its impact. Students will identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the development of English constitutionalism. Students will explain the ideas of the Enlightenment contrasted with ideas of medieval Europe, and identify important historical figures and their contributions. Students will analyze the causes, conditions and consequences of the French Revolution and compare and contrast it with the American Revolution. 		
III. WORLD HISTORY	G. Age of Empires and Revolutions, 1640 AD - 1920 AD	The student will demonstrate knowledge of political and philosophical developments in Europe during the 19th Century.	 Students will analyze the Napoleonic Wars and the Concert of Europe. Students will describe the factors leading to the Revolutions of 1830 and 1848, and describe their long-term impact on the expansion of political rights in Europe. Students will describe major scientific, technological, and philosophical developments of the 19th Century and analyze their impact. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	G. Age of Empires and Revolutions, 1640 AD - 1920 AD	The student will demonstrate knowledge of European and American expansion.	 Students will explain the rise of U.S. influence in the Americas and the Pacific. Students will analyze the motives and consequences of European imperialism in Africa and Asia. Students will compare motives and methods of various forms of colonialism and various colonial powers. 		
III. WORLD HISTORY	G. Age of Empires and Revolutions, 1640 AD - 1920 AD	The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19th Century.	1. Students will explain industrial developments and analyze how they brought about urbanization as well as social and environmental changes.		
III. WORLD HISTORY	H. Global Conflict, 1914AD - 1945 AD	The student will demonstrate knowledge of the worldwide impact of World War I.	 Students will analyze the economic and political causes of World War I and how they interacted as well as the impact of technology on the war. Students will examine the Treaty of Versailles and analyze the impact of its consequences. Students will analyze causes and consequences of the Russian Revolution and assess its significance. Students will examine the League of Nations and analyze the reasons for its failure. Students will examine events related to the rise and aggression of dictatorial regimes in the Soviet Union, Germany, Italy and Japan, and the human costs of their actions. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	H. Global Conflict, 1914AD– 1945 AD	The student will demonstrate knowledge of the worldwide impact of World War II.	 Students will analyze economic and political causes of World War II and examine the role of important individuals during the war and the impact of their leadership. Students will understand and analyze impact of the Holocaust and other examples of genocide in the 20th Century. Students will explain the reasons for the formation of the United Nations. 		
III. WORLD HISTORY	I. The Post-War Period, 1945 AD - Present	The student will demonstrate knowledge of major events and outcomes of the Cold War.	 Students will explain how Western Europe and Japan recovered after World War II. Students will explain key events and revolutionary movements of the Cold War period and analyze their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missile Crisis, Sputnik, the Vietnam War, and the roles of the U.S. and Soviet Union in ending the Cold War. Students will assess the impact of nuclear weapons on world politics. Students will identify contributions of world leaders of this time period. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
III. WORLD HISTORY	I. The Post-War Period, 1945 AD - Present	The student will demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts.	 Students will analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution. Students will analyze the struggle for independence in African nations. Students will explain how international conditions contributed to the creation of Israel and analyze why persistent conflict exists in the region. Students will analyze how Middle Eastern protectorate states achieved independence from England and France in the 20th Century, and the current day significance of the oil reserves in this region. Students will understand the reasons for the rise of military dictatorships and revolutionary movements in Latin America. 		
III. WORLD HISTORY	I. The Post-War Period, 1945 AD - Present	The student will demonstrate knowledge of significant political and cultural developments of the late 20 th Century that affect global relations.	 Students will examine human rights principles and how they have been supported and violated in the late 20th Century. Students will describe and analyze processes of "globalization" as well as persistent rivalries and inequalities among the world's regions, and assess the successes and failures of various approaches to address these. 		
III. WORLD HISTORY	I. The Post-war Period, 1945 AD -present	The student will identify challenges and opportunities as we enter the 21 st Century.	1. Students will demonstrate knowledge of the continuing impact of September 11, 2001.		

Strand	Sub- Strand	Standards	Benchmarks	Curriculum	Assessment				
HISTORICAL S	HISTORICAL SKILLS GRADES K-3								
IV. HISTORICAL SKILLS	A. Concepts of Time	The student will demonstrate chronological thinking.	 Students will define and use terms for concepts of historical time. Students will place events in chronological order and construct timelines. 						
IV. HISTORICAL SKILLS	B. Historical Resources	The student will understand that we can learn about the past from different sorts of evidence.	1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.						
HISTORICAL S	KILLS GRAD	ES 4-8							
IV. HISTORICAL SKILLS	A. Concepts of Time	The student will acquire skills of chronological thinking.	1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.						
IV. HISTORICAL SKILLS	B. Historical Resources	The student will begin to use historical resources.	 Students will identify, describe, and extract information from various types of historical sources, both primary and secondary. Students will assess the credibility and determine appropriate use of different sorts of sources. 						
			3. Students will investigate the ways historians learn about the past if there are no written records.						
IV. HISTORICAL SKILLS	C. Historical Inquiry	The student will apply research skills by investigating a topic in U.S. history.	 Students will define a research topic that can be studied using a variety of historical sources. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project. 						
			3. Students will develop strategies to find, collect, and organize historical research.						

IV. HISTORICAL SKILLS	C. Historical Inquiry	The student will analyze historical evidence and draw conclusions.	 Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events. Students will understand the concepts of historical context and multiple causation. Students will create a timeline that illustrates the relationship of their topic to other historic events. 	
IV. HISTORICAL SKILLS	C. Historical Inquiry	The student will present and explain the findings of a research project.	 Students will analyze how historians present their work in multiple formats. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas. Students will articulate a clear thesis statement that explains the historical relevance of their research topic. Students will learn how to cite sources and to document their research in the form of a bibliography. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format. 	

Strand	Sub- Strand	Standards	Benchmarks	Curriculum	Assessment					
HISTORICAL SI	HISTORICAL SKILLS GRADES 9-12									
IV. HISTORICAL SKILLS	A. Historical Inquiry	The student will apply research skills through an in-depth investigation of a historical topic.	 Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project. Students will evaluate web sites for authenticity, reliability, and bias. Students will learn how to prepare for, conduct, and document an oral history. Students will apply strategies to find, collect and organize historical research. 							

Strand	Sub- Strand	Standards	Benchmarks	Curriculum	Assessment
IV. HISTORICAL SKILLS	A. Historical Inquiry	The student will analyze historical evidence and draw conclusions.	 Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author's bias. Students will identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events. 	Currentini	Assessment
			6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.		

Minnesota Academic Standards in Social Studies

GEOGRAPHY

What is Geography?

Geography is the science of space and place on Earth's surface. It is an integrative discipline that brings together the physical and human dimensions of our world. Geography's subject matter is the spatial arrangement of the physical and human phenomena that make up the world's environments and gives character to places, large and small. Geography describes the changing patterns of places in words, maps, numbers and graphics, explains how these patterns come to be, and unravels their meaning.

Geography captures the imagination. It stimulates curiosity about the world and the world's diverse inhabitants and places as well as about local regions and global issues. It enables us to understand our home by opening windows on the rest of the world.

Why study Geography?

To be successful contributors to a democratic society, all individuals need to have an understanding of geography, which means that they need to have an understanding of the spatial context of people, places and environments on Earth.

The geographically literate person knows where important things are, why they are located in those places and the significance of the locational patterns of the world. Furthermore, she comprehends the nature and significance of multiple connections between people and places around the world.

This statement on the nature of geographic education is based on *Geography for Life: National Geography Standards* developed by the Geography Education Standards Project on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society.

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment					
GEOGRAPHY	GEOGRAPHY GRADES K-3									
V. GEOGRAPHY	A. Concepts of Location	The student will use directional and positional words to locate and describe people, places and things.	 Students will describe the location of people, places and things by using positional words. Students will use maps and globes to locate places referenced in stories and real life situations. Students will explain that an address locates a specific place. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. Students will use the equator and poles as reference points to describe locations. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer. 							
V. GEOGRAPHY	A. Concepts of Location	The student will demonstrate working knowledge of the cardinal directions.	Students will use cardinal and intermediate directions to locate places.							

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	B. Maps and Globes	The student will use and create maps and globes to locate people, places and things.	1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.		
			2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.		
			3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.		
			4. Students will locate the continents and oceans on a map of the world and a globe.		
			5. Students will recognize the outline shape of the contiguous United States.		
			6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.		
V. GEOGRAPHY	B. Maps and Globes	The student will use maps and globes to demonstrate specific geographical	1. Students will locate on a map the major world countries, states and major cities of the United States.		
		knowledge.	2. Students will use an atlas to locate geographic information.		
V. GEOGRAPHY	C. Physical Features and Processes	The student will distinguish between physical and human- made features of places	1. Students will name and locate physical features of the United States, including places about which they have read.		
		on the Earth's surface.	2. Students will name and locate major human-made features of the United States, including features about which they have read.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	C. Physical Features and Processes	The student will identify specific landforms and waterways on a map using geographical terms.	 Students will locate major river systems and mountain ranges on continents studied. Students will explain and use introductory geographical terms. 		
GEOGRAPHY (GRADES 4-8		1		
V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of the United States.	 Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877. 		
V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.		
V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.	 Students will locate on a map or globe the major empires of the late 19th Century and their largest overseas territories. Students will locate the major source countries for immigration to the United States during the years 1877-1916. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	B. Maps and Globes	The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	 Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota. 		
V. GEOGRAPHY	B. Maps and Globes	The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	 Students will create a variety of maps to scale. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have. 		
V. GEOGRAPHY	C. Physical Features and Processes	The student will use basic terminology describing basic physical and cultural features of continents studied.	 Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied. Students will describe and locate major physical features in their local community and analyze their impact on the community. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of the United States.	1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.		
V. GEOGRAPHY	C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	 Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19th Century. Students will identify physical features that either hindered or promoted the industrialization of the state. 		
V. GEOGRAPHY	C. Physical Features and Processes	The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.	 Students will describe the major physical features of the United States and the regions of the world they study. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them. Students will describe patterns of vegetation and landforms in the United States and around the world. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	C. Physical Features and Processes	The student will give examples of physical systems and describe their role in shaping life on Earth.	 Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage. 		
V. GEOGRAPHY	D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	 Students will identify factors that drew people to their local communities. Students will analyze how the physical environment influences human activities. 		
V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.	 Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States. Students will analyze how changes in transportation affected settlement of the country. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.	 Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others. Students will analyze how changes in transportation affected settlement of the state. Students will explain the importance of site features in the establishment of Minnesota's largest cities. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes. Students will describe the settlement pattern of Minnesota's largest immigrant groups. Students will use regions to analyze modern agriculture in Minnesota. 		
V. GEOGRAPHY	D. Interconnections	The student will identify how technology made some parts of Minnesota more valuable at particular times in history.	1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.		
V. GEOGRAPHY	D. Interconnections	The student will describe how humans influence the environment and in turn are influenced by it.	1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	D. Interconnections	The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface.	 Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change. Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography. 		
V. GEOGRAPHY	D. Interconnections	The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.	 Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society. Students will describe how physical processes affect different regions of the world. Students will interpret regional variation in 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			the relationships among soil, climate, plant and animal life, and landforms.		
V. GEOGRAPHY	E. Essential Skills	The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.	 Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images. Students will locate major political and physical features of the United States and the world. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment					
GEOGRAPHY C	GEOGRAPHY GRADES 9-12									
V. GEOGRAPHY	B. Essential Skills	The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.	 Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources. Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior. 							
V. GEOGRAPHY	C. Spatial Organization	The student will understand the regional distribution of the human population at local to global scales and its patterns of change.	 Students will describe the pattern of human population density in the United States and major regions of the world. Students will provide examples that illustrate the impact changing birth and death rates have on the growth of the human population in the major regions of the world. Students will use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales. Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world. 							

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	C. Spatial Organization	The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.	 Students will use regions to analyze the locational patterns of culture groups at various scales. Students will use concepts and models of the process of diffusion to interpret the spread of culture traits. Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change. Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants. 		
V. GEOGRAPHY	C. Spatial Organization	The student will explain how the regionalization of space into political units affects human behavior.	1. Students will understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements. 2. Students will provide examples of the impact of political boundaries on human behavior and economic activities. 3. Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them. 4. Students will evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	C. Spatial Organization	The student will analyze the patterns of location,	1. Students will describe the contemporary patterns of large cities.		
		functions, structure, and characteristics of local to global	2. Students will describe the processes that have produced this pattern of cities.		
		settlement patterns and the processes that affect the	3. Students will describe how changes in transportation and communication technologies affected the urbanization of the United States.		
		location of cities.	4. Students will describe how changes in transportation technology, government policies, lifestyles, and cycles in economic activity impact the suburbanization of the United States.		
			5. Students will explain the internal spatial structure of cities in the United States.		
			6. Students will provide examples of how the internal structure of cities varies around the world.		
V. GEOGRAPHY	C. Spatial Organization	The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.	 Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world. 		
		various scares.	3. Students will describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production.		
			4. Students will understand how the transportation and communication systems have impacted the development of regions.		
			5. Students will describe patterns of consumption		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			 and production of the agricultural commodities that are traded among nations. 6. Students will describe patterns of consumption and production of fossil fuels that are traded among nations. 7. Students will describe how geographic models can help to explain the location of commercial 		
			activities and land use patterns in the United States and the world. 8. Students will explain the variations in economic activity and land use within the state of Minnesota analyze issues related to land use and reach conclusions about the potential for change in various regions.		
			 9. Students will describe changes in common statistical measures of population or economy that occur as countries develop economically. 10. Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle. 		
V. GEOGRAPHY	D. Interconnections	The student will describe how humans influence the environment and in turn are influenced by it.	1. Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it. 2. Students will analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources. 3. Students will understand and analyze examples of the impacts of natural hazards on human activities and land use.		

Minnesota Academic Standards in History and Social Studies

ECONOMICS

What is Economics?

Economics is the study of how people coordinate their wants and desires, given scarce resources and the decision-making mechanisms, social customs, and political realities of their societies. Decisions made by consumers, workers, investors, managers, and government officials interact to determine the allocation of scarce resources.

Economics is a way of thinking about the world based on a set of principles that are useful for understanding almost any economic situation, from decisions that individuals make to the workings of highly complex international financial markets.

Economists have developed principles that are useful in understanding the economic decisions of individuals and firms (Microeconomics). Economists also examine the behavior of the economy as a whole through such measures as unemployment, inflation, economic growth, and balance of trade (Macroeconomics).

Why study Economics?

Today's students will face an increasing variety of important economic decisions in their personal lives and as citizens in a democratic society. The study of economics enables students to make reasoned judgments about both personal economic questions and broader questions of economic policy in a complex and changing world. A basic grasp of how markets works and of the tradeoffs involved in trying to meet unlimited wants with limited resources is essential for meaningful democratic dialogue on what government should or should not be doing.

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
ECONOMICS (GRADES K-3	I			
VI. ECONOMICS	A. Economic Choices	The student will understand that economic choices are necessary in life.	 Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). Students will explain that money can be used to buy goods and services. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. Students will give examples of tradeoffs (opportunity costs). Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose. 		
VI. ECONOMICS	B. Producers and Consumers	The student will understand the relationship between producers and consumers in regard to goods and services.	Students will distinguish between producers and consumers and between goods and services. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.		
ECONOMICS	GRADES 4-8		,		
VI. ECONOMICS	A. Producers and Consumers	The student will understand the concept of interdependence in relation to producers and consumers.	Students will compare and contrast the roles of producers and consumers. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.		
			3. Students will explain how a market economy answers the questions of what gets produced, how it		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VI. ECONOMICS	B. Economic Choices	The student will understand basic principles of economic decision making.	 is produced, and who receives it, and how it differs from other economic systems. 4. Students will explain that a market exists when consumers buy and producers sell goods and services. 5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption). 1. Students will understand the concept of scarcity and its role in decision-making. 2. Students will apply a decision-making process to make informed choices. 3. Students will analyze how people respond predictably to positive and negative economic 		
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand that in a market economy income is earned in different ways.	incentives. 1. Students will identify multiple forms of income and their sources.		
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand business organizations, market structures, and financial institutions that operate within our economy.	 Students will identify and compare and contrast various industries and the occupations related to them. Students will compare and contrast the concepts of competition and monopoly and predict consequences of each. Students will describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives. 		
VI. ECONOMICS	D. The National Economy	The student will understand the economic activities	1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
	(Macro Economics)	of government.	2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.		
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand the concepts that measure the national economy.	 Students will define and give examples of basic economic terms. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion. 		
ECONOMICS (GRADES 9-12				
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand that in a market economy income is earned in different ways.	 Students will identify multiple forms of income and their sources. Students will recognize types and roles of firms. 		
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand business organizations, market structures, and financial institutions that operate within our economy.	Students will identify and compare and contrast various industries and the occupations related to them. Students will compare and contrast the concepts of competition and monopoly, and predict consequences of each. Students will describe various financial institutions, compare and contrast their roles, and		
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand the basic characteristics of markets and the role of prices in modern market economies.	explain how those institutions relate to their lives. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 2. Students will identify the direct and indirect effects of price floors and price ceilings. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			4. Students will explain how interest rates and exchange rates are influenced by market conditions and how changes in interest rates affect individual and business decision making.		
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell.	1. Students will explain how competition among sellers often results in lower prices, higher product quality, better customer service and a more efficient allocation of scarce resources.		
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand the risks and opportunities associated with entrepreneurship.	 Students will explain that entrepreneurs accept the risks associated with organizing productive resources to produce goods and services, with the hope to earn profits. Students will describe the role of innovation and profit motive in helping to reduce problems associated with scarcity. 		
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand the role of labor in the economy.	Students will describe the role and characteristics of collective bargaining, as well as the key components of a typical negotiated labor management contract. Students will describe and analyze the role of		
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand the economic role of government in a free market economy.	unions in the United States economy in the past and present. 1. Students will identify that one important role for government in the economy is to secure and enforce property rights. 2. Students will identify and explain public goods. 3. Students will recognize that, in the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			policies attempt to redistribute income.		
VI. ECONOMICS	B. The National Economy (Macro Economics)	The student will understand the economic activities of government.	 Students will explain that the government pays for the goods and services it provides through taxing and borrowing. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses. 		
VI. ECONOMICS	B. The National Economy (Macro Economics)	The student will understand the concepts that measure the national economy.	 Students will define and give examples of basic economic terms. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion. 		
VI. ECONOMICS	B. The National Economy (Macro Economics)	The student will understand and explain that the United States' economy is primarily a free market system.	1. Students will understand and explain that free market economies are regulated primarily by supply and demand, and that competition is essential to a free market economy.		
VI. ECONOMICS	B. The National Economy (Macro Economics)	The student will understand basic measures of overall economic performance.	 Students will analyze the interrelationships among the unemployment rate, the inflation rate, and the rate of economic growth. Students will describe how the concept of the balance of trade is used to measure the international flow of goods and services. 		
VI. ECONOMICS	B. The National Economy (Macro Economics)	The student will analyze the causes and consequences of overall economic fluctuations.	Students will describe the basic characteristics of economic recessions and economic expansions. Students will understand some of the reasons for fluctuations in economic activity.		
VI. ECONOMICS	B. The National Economy (Macro Economics)	The student will understand the influence of federal government budgetary policy and	 Students will identify that fiscal policies are decisions to change spending and/or tax levels by the federal government. Students will explain the direct and indirect 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VI. ECONOMICS	B. The National Economy (Macro Economics)	the Federal Reserve System's monetary policy. The student will understand that economic growth is the primary means by which a country can improve the future economic standard of living for	effects of fiscal policy on employment, output, and interest rates. 3. Students will explain the relationship between federal budget deficits and the national debt. 4. Students will identify the ways in which monetary policy influences employment, output, inflation, and interest rates. 5. Students will explain how interest rates influence business investment spending and consumer spending on housing, cars, and other major purchases. 1. Students will explain that Gross Domestic Product (GDP) per capita is a measure that permits comparisons of material living standards over time and among people in different nations. 2. Students will identify that the productivity of workers is measured by dividing the output of goods and services by the number of hours worked.	Curriculum	Assessment
VI. ECONOMICS	C. Essential Skills	The student will understand and use economic concepts, theories, principles and quantitative methods to analyze current events.	 Students will recognize that standards of living increase as the productivity of workers rises. Students will understand that investments in physical capital (machinery, equipment, and structures), human capital (education, training, skills), and new technologies commonly increase productivity and contribute to an expansion of future economic prosperity. Students will use tables, graphs, equations, diagrams, and charts to interpret economic information. Students will evaluate the economic implications of current issues as found in such sources as magazine articles, radio and television reports, editorials, and Internet sites. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VI. ECONOMICS	C. Essential Skills	The student will learn and be able to apply personal financial management and investment practices.	3. Students will distinguish among the contributions to economic thought made by leading theorists including but not limited to, Adam Smith, Thomas Malthus, Karl Marx, Milton Friedman, and John Maynard Keynes. 1. Students will analyze short- and long-term investment options such as stocks, bonds, real estate, and mutual funds by comparing the risk, return, and liquidity of these instruments. 2. Students will recognize a proper role for credit		
VI.	D.	The student will	and how to utilize risk management strategies including the use of insurance. 3. Students will explain the concepts of compound interest and the Rule of 72, and the applicability to both investment gains and debt retirement. 1. Students will understand and apply the concepts		
ECONOMICS	International Economic Relationships	understand the key factors involved in the United States' economic relationships with other nations.	of comparative and absolute advantage in international trade. 2. Students will analyze the controversy and major arguments for and against international trade agreements such as NAFTA and GATT. 3. Students will know the major characteristics of the principal types of economic systems in this world and compare and contrast them with the U.S. system.		
			 4. Students will know and understand the significance of these concepts: trade deficits, exchange rates, trade barriers, balance of trade, foreign exchange markets, and give examples of their current application to U.S. trade relationships with other countries in the world. 5. Students will know the roles of the World Bank and IMF, analyze their effectiveness in the world community, and critique their operation in a specific 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			 country. 6. Students will examine the impact of U.S. foreign policy on the economies of developing countries. 7. Students will know and analyze the reasons some countries are characterized as developing nations. 8. Students will examine the purpose and evaluate the effectiveness of U.S. economic aid to developing countries. 		
VI. ECONOMICS	E. Economics and Public Policy	The student will apply economic theories and concepts to public policy issues.	 Students will know the definitions, evaluate the purposes, and analyze the effects of the following economic activities: government subsidies, government incentives, economic externalities, profit maximization, multinational corporations, unions, right to work laws, government deregulation, entitlements, progressive taxes, government's role in providing in public goods, economic safety nets, and corporate crime. Students will use their knowledge of economic concepts and data to analyze a significant national public policy issue and recommend a solution. Students will know and analyze how income, and wealth are distributed among different sectors of the population. Students will know how poverty is defined in the U.S., what its causes are, examine possible solutions, and analyze the impact poverty has on the short and long run health of the economy. Students will use their knowledge of economics to describe and analyze significant world economic issues. Students will use the analytical skills commonly used in economics to analyze public policy issues in 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			their community, state, and nation. 7. Students will identify and analyze the conflicts that can result from differences between business interests and community interests. 8. Students will examine and analyze the economic principles practiced in this country to determine their consistency with the democratic principles upon which our country is based.		

Minnesota Academic Standards in History and Social Studies

GOVERNMENT AND CITIZENSHIP

A people who mean to be their own governors must arm themselves with the power which knowledge gives.

-James Madison

What is Civic Education?

Civic education in a democracy helps students gain the knowledge and skills needed for informed, responsible participation in public life. It is the study of constitutional principles and the democratic foundation of our national, state and local institutions. Civic education also studies political processes and structures of government, grounded in the understanding of constitutional government under the rule of law.

Why study Civic Education?

Students will know how to participate to make a difference and will have the skills required for competent participation in the political process, including the capacity to influence policies and the ability to monitor and evaluate the performance of public officials. The aim of civic education is not just any kind of participation by any kind of citizen; it is the participation of informed and responsible citizens, skilled in the arts of deliberation and effective action.

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment				
GOVERNMENT A	GOVERNMENT AND CITIZENSHIP GRADES K-3								
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will describe civic values, rights and responsibilities in a republic.	 Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights. 						
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will understand the importance of participation in civic life and demonstrate effective civic skills.	 Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority. Students will explain the importance of voting and how one vote can make a difference. Students will explain that people have diverse viewpoints and that speaking and listening to others is important. 						

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will understand the role of government, rules, and law and why we have them.	 Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government. 		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will know key symbols, songs and locations that represent our nation and state.	 Students will recognize the symbols, songs, locations that uniquely identify our nation. Students will recognize symbols that are significant for the state of Minnesota. Students will describe key national holidays and explain why people celebrate them. 		
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will understand the importance of key founding documents of the U.S.	1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.		
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will become familiar with statesmen and their leadership and guidance of the republic	Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Institutions and Processes of the United States	The student will know basic functions of government.	Students will describe examples of specific services provided by government. Students will name people involved in government, including current and past government leaders, employees, and volunteers.		
GOVERNMENT A	AND CITIZENSHIP	GRADES 4-8	<u> </u>		
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and responsibilities	The student will recognize the importance of individual action and character in shaping civic life.	1. Students will identify people who have dealt with challenges and made a positive difference in other people's lives and explain their contributions.		
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will articulate the range of rights and responsibilities in a republic	 Students will explain protections the Bill of Rights provides to individuals. Students will explain some of the responsibilities of people living in a democracy. Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution. Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities 		
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will know how citizenship is established and exercised.	1. Students will explain the meaning of legally-recognized citizenship in the United States, and describe the processes by which an individual may establish U.S. citizenship. 2. Students will distinguish between the rights of citizens and non-citizens and describe the use of this distinction throughout U.S. history.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will understand the importance of participation in civic life and demonstrate effective civic skills	 Students will explain the steps necessary to become an informed voter and an engaged citizen. Students will explain the meaning of civic life and how all members of a community can be engaged. Students will identify and research community problems and recommend solutions. Students will analyze sources of information for accuracy, bias, and relevance, and distinguish between fact and opinion in order to analyze a public policy issue. 		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will know the purpose, function and limits of our republic.	1. Students will explain why government is needed and what would happen if there were no government. 2. Students will explain what "consent of the governed" means and how it is expressed in the preamble to the Constitution. 3. Students will define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy. 4. Students will understand how governmental power is limited through federalism and a system of checks and balances.		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will know symbols, songs, traditions, and landmarks/monument s that represent the beliefs and principles of the United States.	 Students will explain why key national, state, and local symbols and landmarks and monuments are significant. Students will know the Pledge of Allegiance, its history, and why Americans recite it. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.	1. Students will explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government. 2. Students will explain the ideals of the American system of government: liberty, justice, equality, "E Pluribus Unum"		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will explain the importance of law in the American constitutional system.	 Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare. Students will explain that authority for making laws rests with the people, through their elected officials. Students will distinguish and explain the relationships between making, enforcing and interpreting the law. Students will evaluate rules and laws using criteria of good laws. Students will distinguish between civil and criminal law, state and federal law. 		
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will demonstrate knowledge of influential and foundational documents of American constitutional government.	1. Students will explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government. 2. Students will explain how the Mayflower Compact, Articles of Confederation, and other documents influenced the development of American government. 3. Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			development of United States constitutional government.		
			4. Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government		
			5. Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Institutions and Processes of the United States	The student will know the functions of the United States government and ways in which power is	1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships.		
	2.11.00 2.11.00	delegated and controlled.	2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.		
			3. Students will describe the process by which a bill becomes a law.		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Institutions and Processes of the	The student will know the functions of Minnesota state and local governments	1. Students will explain the relationship between the federal government and state governments and define the concept of federalism.		
GIIIZZI IOIII	United States		2. Students will explain the major purposes of Minnesota¹s Constitution as stated in its Preamble.		
			3. Students will understand the basic structure and functions of state and local governments.		
			4. Students will identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Institutions and Processes of the United States	The student will describe the relationships the U.S. has with other nations in the world.	 Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives. Students will describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes. 		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Institutions and Processes of the United States	The student will understand other government systems in the world.	Students will compare governmental structure and individual rights in the United States to those in other forms of government.		
GOVERNMENT A	ND CITIZENSHIP	GRADES 9-12			
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will understand the scope and limits of rights, the relationship among them, and how they are secured.	Students will analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, and subsequent amendments, and in the Minnesota Constitution. 2. Students will describe the expansion of protection of individual rights through logislative.		
			protection of individual rights through legislative action and court interpretation. 3. Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14 th Amendment to apply the Bill of Rights to the states.		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will know how citizenship is defined, established, and exercised and how it has changed over time.	 Students will define citizenship and describe the processes by which individuals become United States citizens. Students will compare the rights and responsibilities of U.S. citizens with the rights and responsibilities of non-citizens in the United States and describe changes in citizenship since 1870. 		
VII. GOVERNMENT AND CITIZENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.	 Students will demonstrate the ability to use the print and electronic media to do research and analyze data. Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions. Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, and mediation, defending a public policy position in a civil conversation. 		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.	 Students will define and provide examples of fundamental principles and core values of American political and civic life. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare. 		

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
			4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will know sources of power and authority of the United States government.	 Students will analyze the sources of authority and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or republic. Students will describe the provisions of the U.S. Constitution, which delegate to the federal government the powers necessary to fulfill the purposes for which it was established. Students will distinguish between the powers granted to the government and those retained by the people. Students will explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through limited government and the rule of law. 		
VII. GOVERNMENT AND CITIZENSHIP	B. Beliefs and Principles of United States Democracy	The student will understand tensions that exist between key principles of government in the United States.	 Students will explain the current and historical interpretations of the principle of equal protection of the law. Students will examine the tension between the government's dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity, which is captured in the concept "E Pluribus Unum." Students will describe the principles embedded in the Preamble to the Constitution and evaluate the progress of the United States in 		

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			realizing those goals. 4. Students will analyze the role of civil disobedience in the United States.		
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will understand the forces that impacted the founding of the United States	 Students will describe the transplanting of English political and legal institutions to the colonies; explain how political and legal rights were defined and practiced; and analyze the development of representative government. Students will recognize and analyze the impact of early documents on the development of the government of the United States. Students will explain how key principles of the United States government were modeled after other political philosophies. Students will describe revolutionary government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period. 		
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.	 Students will analyze principles in the Declaration of Independence, including self-evident truths and inalienable rights, and its impact on the development of the United States government. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration. 		

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VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will understand the process of creating the U.S. Constitution.	 Students will describe and analyze the debates over the Articles of Confederation and the process and content of the Constitutional Convention, which led to the creation of the U.S. Constitution. Students will analyze the debate over ratification of the Constitution. 		
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will know how constitutional amendments and Supreme Court interpretations of the Constitution have increased the impact of the Constitution on people's lives.	1. Students will describe the development and ratification of the Bill of Rights. 2. Students will describe the events leading to later amendments. 3. Students will describe the development of the Supreme Court's function in interpreting the Constitution.		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will know how the U.S. Constitution seeks to prevent the abuse of power.	 Students will describe the concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments. Students will define federalism and describe how power is distributed between the federal government and state governments, or retained by the people of the United States. Students will explain the process of amending the U.S. Constitution. 		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.	 Students will explain the powers and operations of the legislative branch as defined in Article I of the Constitution and describe and evaluate the procedures involved in passing laws. Students will explain the powers and operations of the executive branch as defined in Article II of the Constitution and describe the roles and responsibilities of the president. Students will explain the powers and 		

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VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand the sovereign status of American Indian	operations of the judicial branch as defined in Article III of the Constitution and describe and evaluate the process used by the Supreme Court in choosing to hear, analyze, and decide a case. 4. Students will apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues. 1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.		
		nations.			
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand the role and influence of political processes and organizations.	 Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system. Students will examine the impact of American political parties and on elections and public policy. 		
			3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation.		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will analyze the relationships and interactions between the United States and other nations and evaluate the role of the U.S. in world affairs.	 Students will describe how the world is aligned politically and give examples of the ways nation states interact. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states. 		

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			 4. Students will describe the ways the U.S. government develops and carries out U.S. foreign policy and analyze how individuals, businesses, labor, and other groups influence U.S. foreign policy. 5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary. 		
			6. Students will explain the effects of developments in other nations on state and community life in Minnesota, and explain the role of individuals in world affairs.		
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand Minnesota state and local government structure	1. Students will examine the structure and process of Minnesota Government as created by the Minnesota Constitution.		
		and political processes.	2. Students will compare the Minnesota Constitution with the U.S. Constitution.3. Students will describe powers, features, and		
			procedures of local government in Minnesota.		