

Minnesota Academic Standards Social Studies

ORGANIZATION OF THIS DOCUMENT

The Minnesota Academic Standards in History and Social Studies are organized by grade level into seven strands: 1) U.S. History, 2) World History, 3) Essential Skills, 4) Government and Citizenship, 5) Geography, 6) Economics, and 7) Minnesota History (appears at grade 6 only). One or more categories or sub-strands of standards are listed under each strand. For example, the Geography strand includes the sub-strands of Concepts of Location, Maps and Globes, and Physical Features.

Each standard begins with the phrase “The student will...” and this is followed by several benchmarks that describe the specific knowledge or skills that students should acquire by the end of that grade level.

The strands are identified by Roman numerals (I, II, III) and the sub-strands are below them in mixed case, bold type. The standards are noted by the underlined word “Standard” and are followed by a list of benchmarks identified with ordinal numbers (1, 2, 3). The example below illustrates the relationship between a strand, sub-strand, standard and benchmark.

Example

	<i>Grade 2</i>
<i>Strand</i>	V. GEOGRAPHY
<i>Sub-strand</i>	Concepts of Location
<i>Standard</i>	<u>Standard:</u> The student will use directional and positional words to describe people, places and things.
<i>Benchmarks</i>	The student will: 1. Use the equator and poles as reference points to describe locations. 2. Compare distances between two or more places shown on a map with simple terms, such as farther and closer.

The next page outlines the organization of the History and Social Studies standards for all grade levels.

FRAMEWORK FOR THE K-12 HISTORY AND SOCIAL STUDIES STANDARDS

The grade designations following each sub-strand indicate the grade level the sub-strand first appears in the standards. Starred (*) designations are used to show sub-strands that appear at more than one grade level.

I. U.S. HISTORY

Famous People (Groups or Events) in American History (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Pre-history through 1607 (3)

Standard statement

1. Benchmark
2. Benchmark, etc.

Colonization and Conflict, 1607-1780s (5)

Standard statement

1. Benchmark
2. Benchmark, etc.

Political Unrest and the American Revolution 1763-mid-1791 (5)

Standard statement

1. Benchmark
2. Benchmark, etc.

Growth and Westward Expansion, 1801-1861 (5)

Standard statement

1. Benchmark
2. Benchmark, etc.

Civil War and Reconstruction, 1850s-1870s (5)

Standard statement

1. Benchmark
2. Benchmark, etc.

I. MINNESOTA HISTORY (6)

Pre-Contact to 1650

Standard statement

1. Benchmark
2. Benchmark, etc.

Contact and Fur Trade (1600-1810)

Standard statement

1. Benchmark
2. Benchmark, etc.

Early Settlement and Statehood (1810-1860)

Standard statement

1. Benchmark
2. Benchmark, etc.

Civil War and Dakota War (1860-1864)

Standard statement

1. Benchmark
2. Benchmark, etc.

Industrial Era (1865-1914)

Standard statement

1. Benchmark
2. Benchmark, etc.

World Wars I and II, the 1920s and the Great Depression (1914-1945)

Standard statement

1. Benchmark
2. Benchmark, etc.

Post-World War II to the Present (1945-)

Standard statement

1. Benchmark
2. Benchmark, etc.

I. U.S. HISTORY

Reshaping the Nation and the Emergence of Modern America, 1877-1916 (7)

Standard statement

1. Benchmark
2. Benchmark, etc.

World Wars and the Emergence of Modern America, 1900-1930s (7)

Standard statement

1. Benchmark
2. Benchmark, etc.

A World at War, 1930s-1945 (7)

Standard statement

1. Benchmark
2. Benchmark, etc.

Post WWII Era, 1945-1980 (7)

Standard statement

1. Benchmark
2. Benchmark, etc.

Contemporary America, 1980-present (7)

Standard statement

1. Benchmark
2. Benchmark, etc.

Pre-history through 1607 (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Colonization and Conflict, 1607-1780s (9-12)

Standard statement

1. Benchmark, etc.

Political Growth and Westward Expansion, 1781-mid-1800s (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Civil War and Reconstruction, 1850s-1870s (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Reshaping the Nation and the Emergence of Modern America, 1877-1916 (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

World Wars and the Emergence of Modern America, 1900-1930s (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

A World at War, 1930s-1945 (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Post WWII Era (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Contemporary America, 1968-present (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

II. WORLD HISTORY

Famous People in World History (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Famous Civilizations in World History (1)

Standard statement

1. Benchmark
2. Benchmark, etc.

World Civilizations, Pre-history to 1000 B.C. (4)

Standard statement

1. Benchmark
2. Benchmark, etc.

World Civilizations, 1000 B.C. to 500 A.D. (4)

Standard statement

1. Benchmark, etc.

World Civilizations, 500-1000 A.D. (4)

Standard statement

1. Benchmark
2. Benchmark, etc.

Regional Interactions, 1000-1500 A.D. (4)

Standard statement

1. Benchmark
2. Benchmark, etc.

Emergence of a Global Age, 1450-1650, A.D. (6)

Standard statement

1. Benchmark
2. Benchmark, etc.

Age of Revolution and Reaction, 1640-1920 A.D. (6)

Standard statement

1. Benchmark
2. Benchmark, etc.

II. WORLD HISTORY I (9-12)

Early Civilizations, Pre-history to 1000 B.C.

Standard statement

1. Benchmark
2. Benchmark, etc.

World Civilizations, 1000 B.C.- 500 A.D.

Standard statement

1. Benchmark
2. Benchmark, etc.

World Civilizations 1000 B.C.- 500 A.D. (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

World Civilizations 1500 B.C.- 700 A.D.

Standard statement

1. Benchmark
2. Benchmark, etc.

Postclassical Civilizations, 400-1000 A.D. (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

Postclassical Civilizations, 400-1000 A.D.

Standard statement

1. Benchmark
2. Benchmark, etc.

Regional Interactions, 1000-1500 A.D.

Standard statement

1. Benchmark, etc.

Regional Interactions, 1000-1500 A.D. (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

II. WORLD HISTORY II (9-12)

Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

Emergence of a Global Age, 1450-1650, A.D.

Standard statement

1. Benchmark
2. Benchmark, etc.

Age of Empires and Revolutions, 1640-1920 A.D.

Standard statement

1. Benchmark
2. Benchmark, etc.

Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

Global Conflict, 1914-1945 (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

The Post-war Period, 1945-present (Western Civilization)

Standard statement

1. Benchmark
2. Benchmark, etc.

The Post-war Period, 1945-present

Standard statement

1. Benchmark
2. Benchmark, etc.

III. ESSENTIAL SKILLS

Concepts of Time (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Historical Resources (5)

Standard statement

1. Benchmark
2. Benchmark, etc.

Evaluating Historical Sources and Developing Historical Research Skills (6)

Standard statement

1. Benchmark
2. Benchmark, etc.

Developing Historical Understanding (6)

Standard statement

1. Benchmark
2. Benchmark, etc.

Historical Inquiry (7*)

Standard statement

1. Benchmark
2. Benchmark, etc.

IV. GOVERNMENT AND CITIZENSHIP

Character Traits of Good Citizens (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Rights and Responsibilities (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Patriotic Symbols, Songs and Events (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

America's Founding Documents (5*)

Standard statement

1. Benchmark
2. Benchmark, etc.

America's Founding Principles Restated in the Gettysburg Address (5)

Standard statement

1. Benchmark
2. Benchmark, etc.

Foundations of the American Political System (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

The Rights and Responsibilities of Citizenship (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Other Forms of Government, Past and Present (9-12)

Standard statement

1. Benchmark, etc.

V. GEOGRAPHY

Concepts of Location (K*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Maps and Globes (1*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Physical Features (2*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Interconnections (4*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Essential Skills (4*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Physical Features and Processes (8)

Standard statement

1. Benchmark
2. Benchmark, etc.

Spatial Organization (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

VI. ECONOMICS

Economic Choices (1*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Producers and Consumers (2*)

Standard statement

1. Benchmark
2. Benchmark, etc.

The Market Economy (Micro Economics) (7*)

Standard statement

1. Benchmark
2. Benchmark, etc.

The National Economy (Macro Economics) (7*)

Standard statement

1. Benchmark
2. Benchmark, etc.

Essential Skills (9-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

Kindergarten – Grade 3

The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.

Kindergarten Introduction to History and Social Studies

I. U.S. HISTORY

Famous People in American History

Standard: The student will recognize people who contributed to United States history.

The student will:

1. Know people associated with national holidays, including Christopher Columbus, pilgrims and Squanto, George Washington and Martin Luther King Jr.

II. WORLD HISTORY

Famous People in World History

Standard: The student will become aware of individuals or groups that have shaped the world.

The student will:

1. Compare and contrast how people lived in earlier times and today.
2. Become aware that people have moved and explored throughout the world.

Examples:

1. Covered wagons and cars; letters and telephone calls
2. Pioneers moving west

III. ESSENTIAL SKILLS

Concepts of Time

Standard: The student will be able to place events in chronological order.

The student will:

1. Identify and order the days of the week, months of the year and seasons.
2. Compare and contrast terms for concepts of time such as past, present and future.

IV. GOVERNMENT AND CITIZENSHIP

Character Traits of Good Citizens

Standard: The student will understand the character traits that make for a good citizen.

The student will:

1. Recognize, from stories and real life examples, the traits that make for good citizen: honesty, courage, patriotism and individual responsibility.

2. Give examples of and exhibit the behavior of good citizens of their classroom, including respect, kindness, self-control, cooperation, sharing common resources and good manners.

Rights and Responsibilities

Standard: The student will understand the rights and responsibilities of being a human being and a citizen.

The student will:

1. Explain the reasons why we have rules, consequences and privileges.
2. Give examples of responsible behavior towards others, property, the environment and themselves, and will predict consequences that follow as a result of responsible and irresponsible behavior.

Patriotic Symbols, Songs and Events

Standard: The student will recognize symbols of our nation.

The student will:

1. Recognize the symbols and songs that identify our nation including, but not limited to, the United States flag, the Pledge of Allegiance, the national anthem and Independence Day.
2. Recognize and name the President of the United States.

V. GEOGRAPHY

Concepts of Location

Standard: The student will use directional and positional words to describe people, places and things.

The student will:

1. Describe the location of people, places and things by using positional words.
2. Use maps and globes to locate places referenced in stories and real life situations.

Examples:

1. Near/far, above/below, left/right, behind/in front

Kindergarten – Grade 3

The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.

Grade 1 Introduction to History and Social Studies

I. U.S. HISTORY

Famous People and Groups in American History

Standard: The student will recognize people, groups and events that contributed to the United States history.

The student will:

1. Know historical figures and groups and their contributions to American history, including Pocahontas, George Washington, Betsy Ross, Benjamin Franklin, Harriet Tubman, Abraham Lincoln, Martin Luther King, African slaves, indentured servants, and immigrants.
2. Know the significance of holidays celebrated within the United States.

Examples:

1. William Bradford, Sequoia, Clara Barton, Chief Joseph of the Nez Perce, George Washington Carver
2. Independence Day, Cinco de Mayo, Hanukkah, Christmas, Kwanzaa, Ramadan, Hmong New Year

II. WORLD HISTORY

Famous Civilizations in World History

Standard: The student will recognize civilizations that have shaped the world.

The student will:

1. Give examples of civilizations of the ancient world and highlights of their cultures.

Examples:

1. Chinese, Egyptian, Indian, Mayan, Mesopotamian (government, art, daily life, architecture, science)

III. ESSENTIAL SKILLS

Concepts of Time

Standard: The student will be able to place events in chronological order.

The student will:

1. Create timelines related to their own lives and to topics studied.
2. Distinguish among units of time such as weeks, months and years.

IV. GOVERNMENT AND CITIZENSHIP

Character Traits of Good Citizens

Standard: The student will understand the character traits that make a good citizen.

The student will:

1. Define what it means to be a citizen in terms of loyalty, membership and self-government.
2. Give examples of citizen virtue, including but not limited to honesty, courage, cooperation, patriotism and individual responsibility from literature and real life examples.

Examples:

2. Hard-work, generosity, self-reliance, love of America, gentleness, even-temper, friendliness

Rights and Responsibilities

Standard: The student will understand the rights and responsibilities of being a human being and a citizen.

The student will:

1. Explain what constitutes a right, a privilege, a responsibility or a duty within their classrooms and the nation.
2. Identify the Declaration of Independence and the Constitution as America's founding documents that outline rights and duties.

Examples:

1. Voting, protection by the law, obeying rules and laws

Patriotic Symbols, Songs, and Events

Standard: The student will recognize symbols, songs and events of our nation and state.

The student will:

1. Identify and describe how Americans show respect for national symbols, songs and events.
2. Identify the Governor of Minnesota and state symbols.

Examples:

1. American flag, bald eagle, Statue of Liberty, the White House and patriotic songs
2. The state flag, the state flower and the state bird

V. GEOGRAPHY

Concepts of Location

Standard: The student will use directional and positional words to describe people, places and things.

The student will:

1. Explain that an address locates a specific place.
2. Name and use directional words to describe locations of places in the school and community.

Examples:

1. Street address, apartment number, classroom number
2. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west

Maps and Globes

Standard: The student will use and create maps and globes to locate people, places and things.

The student will:

1. Locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.
2. Recognize and locate the outline shape of the state of Minnesota on a map/globe.

Examples:

1. Find their desk in a map of their classroom
2. Point to or mark Minnesota on a political map

VI. ECONOMICS

Economic Choices

Standard: The student will understand that economic choices are necessary in life.

The student will:

1. Identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).
2. Explain that money can be used to buy goods and services.

Examples:

1. Food vs. video game
2. Quarter in gumball machine

Kindergarten – Grade 3

The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.

Grade 2 Introduction to History and Social Studies

I. U.S. HISTORY

Famous People and Events in American History

Standard: The student will recognize people, groups and events that contributed to the United States history.

The student will:

1. Identify and know the role of individuals and groups associated with exploration and expansion within the United States and Minnesota, explain the challenges they faced and how they dealt with them, and identify their impact.
2. Explain how diverse native and immigrant peoples have contributed to American history, including the role of American Indian agricultural technique, and the fur trade.

Examples:

1. Sacagawea, Lewis and Clark and the Corps of Discovery, Daniel Boone, Stephen Austin, Zebulon Pike, Four Bears, the Mandan
2. The Dakota, The Ojibwe, Plains Indian Tribes, Chinese and Irish labor on the transcontinental railroad

II. WORLD HISTORY

Famous People in World History

Standard: The student will recognize individuals who have shaped the world.

The student will:

1. Give examples of people whose contributions have influenced the world.

Examples:

1. Mahatma Gandhi, Florence Nightingale

III. ESSENTIAL SKILLS

Concepts of Time

Standard: The student will be able to place events in chronological order.

The student will:

1. Create a timeline.
2. Recognize that things change over time, and compare and contrast differences over time.

Examples:

2. Transportation and communication

IV. GOVERNMENT AND CITIZENSHIP

Character Traits of Good Citizens

Standard: The student will recognize the importance of individual action and character in shaping civic life.

The student will:

1. Explain how citizens and statesmen, including George Washington, Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., and Susan B. Anthony, faced and dealt with challenges and have made a difference in the lives of others.

Examples:

1. Abigail Adams, Frederick Douglass, Clara Barton, Booker T. Washington, Rosa Parks

Rights and Responsibilities

Standard: The student will understand the rights and responsibilities of being a human being and a citizen.

The student will:

1. Understand and explain that the Declaration of Independence is the founding document that sets forth the guiding principles for the government of our nation and declares that individuals have rights, including life, liberty and the pursuit of happiness.
2. Understand and explain that the Constitution establishes how our nation is governed, including the separation of powers into three branches of government.

Patriotic Symbols, Songs and Events

Standard: The student will recognize symbols of our nation.

The student will:

1. Recognize and explain the significance of national symbols.
2. Become familiar with patriotic events and holidays in America.

Examples:

1. Mount Rushmore, the Liberty Bell, the Washington Monument and the Statue of Liberty
2. Memorial Day, Flag Day, Veterans' Day, Independence Day, and Presidents' Day

V. GEOGRAPHY

Concepts of Location

Standard: The student will use directional and positional words to describe people, places and things.

The student will:

1. Use the equator and poles as reference points to describe locations.
2. Compare distances between two or more places shown on a map with simple terms, such as farther and closer.

Examples:

1. Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator
2. Determine which is farther from Minnesota: Texas or Alaska

Maps and Globes

Standard: The student will use and create maps and globes to locate people, places and things.

The student will:

1. Create and interpret simple maps using the map elements of title, direction, and symbols, and a map key or legend.
2. Locate the continents and oceans on a map of the world and a globe.
3. Recognize the outline shape of the contiguous United States.
4. Recognize the outline shapes of countries and locate cultures and civilizations studied in history.

Examples:

1. Make a map to illustrate a topic in history or a story from the reading curriculum
2. Point out borders that touch other countries or water and know the location of Alaska and Hawaii
3. Mark or point to Canada, Mexico, Egypt, China, India and Japan on a world map and a globe

Physical Features

Standard: The student will be able to distinguish between physical and human-made features of places on the Earth's surface.

The student will:

1. Name and locate physical features of the United States, including places about which they have read.
2. Name and locate major human-made features of the United States, including features about which they have read.

Examples:

1. Deserts, mountain ranges, major rivers
2. Major cities, capital of Minnesota and their hometown

VI. ECONOMICS

Producers and Consumers

Standard: The student will understand the relationship between consumers and producers in regards to goods and services.

The student will:

1. Distinguish between producers and consumers and between goods and services.
2. Identify different denominations of currency and coins that are used to pay for goods and services, and compare and contrast their value.

Examples:

1. Farmer vs. diner at restaurant; hamburger vs. haircut
2. Quarter, dime, nickel, penny

VI. ECONOMICS

Economic Choices

Standard: The student will understand that economic choices are necessary in life.

The student will:

1. Understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.
2. Recognize that because of scarcity they need to make choices.

Examples:

1. Not everything on birthday wish list is received
2. Art project with not enough materials (sharing), dividing 10 cookies among 20 students

Kindergarten – Grade 3

The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.

Grade 3 Introduction to History and Social Studies

I. U.S. HISTORY

Pre-history through 1607

Standard: The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.

The student will:

1. Compare ways of life of Indian Nations from different regions of North America.

Examples:

1. Iroquois, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama

Pre-history through 1607

Standard: The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.

The student will:

1. Identify key European explorers and how their voyages led to the establishment of colonies.
2. Know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.

Examples:

1. Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith
2. Trading relationships, wampum, smallpox

II. WORLD HISTORY

Famous People in World History

Standard: The student will recognize individuals or groups that have shaped the world

The student will:

1. Become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.
2. Give examples of contributions of past civilizations and analyze their impact.

Examples:

1. Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Gandhi, Marie Curie
2. Persian, Egyptian, Indian, Chinese, Japanese

III. ESSENTIAL SKILLS

Concepts of Time

Standard: The student will construct an overview of the eras included in world history.

The student will:

1. Create a graphic representation of the eras in world history from pre-history to 1650 A.D.

IV. GOVERNMENT AND CITIZENSHIP

Character Traits of Good Citizens

Standard: The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life and will know the definition of a statesman.

The student will:

1. Understand the importance of citizens having certain character traits, and that a citizen has the duty to respect the law and the rights of others.
2. Become familiar with the character traits of statesmen including Presidents George Washington and Abraham Lincoln in order to understand why each has been so widely respected over time.

Examples:

1. Responsibility, courage, self-reliance, trustworthiness, accountability, generosity, honesty, courtesy, cooperation, patience, patriotism, self-restraint
2. Truthfulness, courage, moderation, love of justice, kindness, civic leaders who were true to the principles and ideals of the Declaration of Independence and the Constitution.

Rights and Responsibilities

Standard: The student will understand the concept of rights and duties and will know the basic concepts of the United States as a constitutional republic.

The student will:

1. Understand and explain the founders' view that inalienable rights, also called natural rights, derive the fact that all are created free and equal human beings.
2. Recognize that an important ideal in the United States is that all citizens have equal rights and duties under the law, called civil rights and duties.
3. Compare the functions of legislative, executive, and judicial branches.

Patriotic Symbols, Songs, and Events

Standard: The student will identify and describe the symbols, icons, songs and traditions of the United States that illustrate American ideals and provide a sense of community.

The student will:

1. Identify songs that express American ideals, and explain how the lyrics express these ideals.
2. Know the Pledge of Allegiance and explain its origin.
3. Know the United States flag etiquette.
4. Know the significance of the national holidays and explain the heroism and achievements of the people associated with them.

Examples:

1. The National Anthem, America the Beautiful
4. Memorial Day, Thanksgiving, Presidents' Day, the Fourth of July, Labor Day, Veterans' Day, Martin Luther King, Jr. Day

V. GEOGRAPHY

Concepts of Location

Standard: The student will demonstrate working knowledge of the cardinal directions.

The student will:

1. Use cardinal and intermediate directions to locate places.

Examples:

1. Describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)

Maps and Globes

Standard: The student will use maps and globes to demonstrate specific geographical knowledge.

The student will:

1. Locate on a map the major world countries, and states and major cities of the United States.
2. Use an atlas to locate geographic information.

Examples:

1. Ancient civilizations, capitals of major countries, largest cities in the United States
2. Use index to find latitude and longitude of places studied and find those places on a map in the atlas

Physical Features

Standard: The student will identify specific landforms and waterways on a map using geographical terms.

The student will:

1. Locate major river systems and mountain ranges on continents studied.
2. Explain and use introductory geographical terms.

Examples:

1. Nile River, Mekong River, Himalayan Mountains, Alps
2. Tributary, boundary, island

VI. ECONOMICS

Producers and Consumers

Standard: The student will understand the relationship between consumers and producers in regards to goods and services.

The student will:

1. Recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.
2. Give examples of how an individual can be both a consumer and a producer.

Examples:

1. Trees for paper, people, scissors
2. Farmers who buy seed and sell corn

Economic Choices

Standard: The student will understand economic choices are necessary in life.

The student will:

1. Give examples of tradeoffs (opportunity costs).
2. Understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.

Examples:

1. Invited to two birthday parties on the same day
2. Earnings from lemonade stand can be put in piggy bank or spent on candy

Grade 4-6

The grade level designations in the 4-6 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may organize the grades 4-8 standards in one of two ways: (1) banding grades 4-5 together and grades 6-7-8 together; or (2) banding grades 4-5-6 together and grades 7-8 together. The standards should be mastered by the end of the highest grade in the band.

Grade 4

Local History, World History and Geography

LOCAL HISTORY. Each local district can set its own standards related to the history and geography of that particular area, and how they integrate into the history and geography of the state and the rest of the world.

IV. GOVERNMENT AND CITIZENSHIP

Character Traits of Good Citizens

Standard: The student will understand the importance of participation in civic life.

The student will:

1. Recognize and explain the ways in which individuals participate in civic life in their communities.
2. Understand the structure and services of local government in their community.
3. Recognize and explain the principles of majority rule and minority rights.

Examples:

1. Running for elected office, supporting those running for office, informed voting, serving on school board and city council
2. Parks, libraries, schools, jails

II. WORLD HISTORY

World Civilizations, Pre-history to 1000 B.C.

Standard: The student will demonstrate knowledge of how ancient civilizations differ from our world today.

The student will:

1. Describe and interpret archeological evidence of early cultures using maps and timelines.
2. Compare and contrast the characteristics of at least two ancient cultures.

Examples:

2. River civilizations such as Mesopotamia (Tigris and Euphrates), Egyptian (Nile), and India (Indus)

World Civilizations, 1000 B.C. to 500 A.D.

Standard: The student will demonstrate knowledge of how world civilizations of the past continue to influence the present.

The student will:

1. Identify and explain characteristics of classical Greek, Roman, and Mesoamerican civilizations of this era, and compare and contrast significant aspects of at least two of these cultures.

Examples:

1. Government, art, architecture, agricultural products, word origins, references to mythology

World Civilizations, 500-1000 A.D.

Standard: The student will demonstrate knowledge of world civilizations and cultures.

The student will:

1. Compare and contrast characteristics of at least two Eurasian cultures in this era, such as the Byzantine Empire, Medieval Europe, China, Japan, and the Middle East.

Examples:

1. Feudalism, castles, monasteries, walled towns, Viking explorations, mathematics and science, land use, transportation

World Civilizations, 500-1000 A.D.

Standard: The student will demonstrate knowledge of Early African kingdoms.

The student will:

1. Locate and identify major African civilizations including Kush and Ghana.

2. Explain the importance of trade and learning within the African kingdoms.

Regional Interactions, 1000-1500 A.D.

Standard: The student will demonstrate knowledge of interactions among Eurasian civilizations.

The student will:

1. Examine and analyze interactions among Europe, East Asia and the Middle East.

Examples:

1. Marco Polo, Silk Road, Mongols, Genghis Khan and Prince Henry of Portugal

Regional Interactions, 1000-1500 A.D.

Standard: The student will demonstrate knowledge of civilizations of the Americas.

The student will:

1. Compare and contrast major features of the Aztec and Incan civilizations.

Examples:

1. Mathematics, astronomy, transportation, art, architecture, agriculture

Regional Interactions, 1000-1500 A.D.

Standard: The student will demonstrate knowledge of the Renaissance in Europe.

The student will:

1. Describe a "rebirth" of ideas from ancient Greece and Rome.
2. Analyze the contributions of people associated with the arts, learning and science of this era, and identify the significance of their contributions.

Examples:

2. Michelangelo, Leonardo da Vinci, Johann Gutenberg

III. ESSENTIAL SKILLS

Concepts of Time

Standard: The student will acquire skills of chronological thinking.

The student will:

1. Develop a chronological sequence of persons, events and concepts in each historical era studied this grade.

V. GEOGRAPHY

Maps and Globes

Standard: The student will use maps and globes to demonstrate knowledge of the world.

The student will:

1. Use political, physical and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.
2. 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.

Examples:

1. Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude.

Physical Features

Standard: The student will be able use basic terminology describing basic physical and cultural features of continents studied.

The student will:

1. Locate and describe major physical features and analyze how they influenced cultures/civilizations studied.
2. Describe and locate major physical features in their local community and analyze their impact on the community.

Examples:

1. Mountain systems, river basin, deserts, and plains
2. Rivers, bluffs, lakes, forests, farm land

Interconnections

Standard: The student will give examples that demonstrate how people are connected to each other and the environment.

The student will:

1. Identify factors that drew people to their local communities.
2. Analyze how human activities are influenced by the physical environment.

Examples:

1. Mining activity, political freedom
2. Influence of the land and climate on people who live in various areas

Essential Skills

Standard: The student will create simple maps using standard cartographic procedures.

The student will:

1. Create a map with the basic map elements of title, author, orientation, date and legend.
2. Create a map of their local community.

Examples:

1. Map of the regions of Minnesota and of their local community

VI. ECONOMICS

Producers and Consumers

Standard: The student will understand the concept of interdependence in relation to producers and consumers.

The student will:

1. Compare and contrast the roles of producers and consumers.

Examples:

1. Girl Scouts supply cookies, consumers demand them

Economic Choices

Standard: The student will understand basic principles of economic decision-making.

The student will:

1. Explain money management skills of saving, spending, and borrowing, and the impact of each.
2. Apply a decision-making process to make informed choices.

Examples:

2. State the problem, identify alternatives using explicit criteria, make a decision, explain the choice that was made

Grade 4-6

The grade level designations in the 4-6 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may organize the grades 4-8 standards in one of two ways: (1) banding grades 4-5 together and grades 6-7-8 together; or (2) banding grades 4-5-6 together and grades 7-8 together. The standards should be mastered by the end of the highest grade in the band.

Grade 5 U.S. History

I. U.S. HISTORY

Colonization and Conflict, 1607-1780s

Standard: The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.

The student will:

1. Explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America, and analyze their impact.
2. Compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.
3. Know and understand colonial life in America from various perspectives.
4. Identify the growing differences and tensions between the colonies, England and American Indian tribes.

Examples:

1. Religious persecution in Europe
2. Plantation agriculture, maritime industries (whaling, shipping, fishing, ship building), family farming, animal husbandry
3. Large landowners, farmers, artisans, women, American Indians, slaves, and indentured servants, Iroquois Confederacy, missionaries
4. Pequot War, French and Indian War

Political Unrest and the American Revolution 1763-mid-1791

Standard: The student will demonstrate an understanding of the causes and course of the American Revolution

The student will:

1. Understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain.
2. Analyze the roles of key individuals and political leaders in the American Revolution.
3. Know and understand key factors and events contributing to the colonials' defeat of the British.

Examples:

1. The Proclamation of 1763, the Stamp Act, the Boston Tea Party, the Intolerable Acts
2. Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington Francis Marion, John Hancock, Nathan Hale
3. Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown

Political Unrest and the American Revolution 1763-mid-1791

Standard: The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation

The student will:

1. Know and understand basic principles of the new government established by the Constitution of the United States.
2. Know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.

Examples:

1. Separation of powers, three branches of government, checks and balances

Growth and Westward Expansion, 1801-1861

Standard: The student will demonstrate knowledge of western expansion, conflict, and reform in America from 1801-1861.

The student will:

1. 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, other land purchases, and the removal of American Indians to reservations.
2. Analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.

Examples:

1. The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families
2. The reaper, the steam locomotive, construction of canals

Civil War and Reconstruction, 1850s-1870s

Standard: The student will demonstrate knowledge of the causes of the Civil War.

The student will:

1. Identify and analyze the main ideas of the debate over slavery, including human rights, abolitionism, states' rights, and explain how they resulted in major political compromises.
2. Identify on a map the states that seceded from the Union, and those that remained in the Union.

Examples:

1. Harper's Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party, Harriet Beecher Stowe

Civil War and Reconstruction, 1850s-1870s

Standard: The student will demonstrate knowledge of major events and people of the Civil War.

The student will:

1. 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.
2. Analyze the war and its effects from the perspectives of Union and Confederate soldiers and civilians (including free blacks, women, and slaves).

Examples:

1. William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee
2. 13th Amendment

III. ESSENTIAL SKILLS

Concepts of Time

Standard: The student will acquire skills of chronological thinking.

The student will:

1. Develop a chronological sequence of persons, events and concepts in each historical era studied in this grade.

Historical Resources

Standard: The student will begin to use historical resources.

The student will:

1. Identify, describe and extract information from various types of historical sources, and determine whether a source is a primary or secondary source, and whether it is a credible source.

IV. GOVERNMENT AND CITIZENSHIP

America's Founding Documents

Standard: The student will study the Declaration of Independence and understand its principles and civic importance.

The student will:

1. Identify, understand, and analyze the ideas of political, economic and religious liberty that shaped the revolutionary movement in the colonies and led to the Declaration of Independence.

2. Understand key principles in the Declaration of Independence, with emphasis on human equality and natural rights, and national sovereignty.
3. Examine and analyze the grievances against King George III listed in the Declaration of Independence.
4. Understand, analyze and discuss the significance of the founders' sense of duty and honor.

Examples:

4. "We pledge to each other our lives, our fortunes and our sacred honor."

America's Founding Documents

Standard: The student will understand that the Constitution forms a national government guided by the Declaration's principles, and the role of the Constitution in establishing a government that was different from all others.

The student will:

1. Understand and explain how the Constitution establishes the rule of law, not of men, and is the highest law of the United States.
2. Compare and contrast the three branches of government and explain the concepts of separation of powers and checks and balances.
3. Explain the protections the Bill of Rights provides to individuals, and that the Constitution can be amended.
4. Compare and contrast government structure and individual rights in the United States to those in other forms of government.

Examples:

3. Amendments 1, 2 and 4
4. Oligarchy, monarchy, dictatorship

America's Founding Principles Restated in the Gettysburg Address

Standard: The student will understand how the Civil War gave rise to a renewed respect for the Declaration's principles.

The student will:

1. Analyze the Gettysburg Address and identify its significance in restating America's founding principles about rights, duties and sacrifice.

V. GEOGRAPHY

Concepts of Location

Standard: The student will be able to identify and locate major physical and cultural features that played an important role in the history of the United States.

The student will:

1. Locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.
2. Locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.

Examples:

1. Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia
2. West Africa, Ireland, Germany, China

Maps and Globes

Standard: The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.

The student will:

1. Distinguish differences among, uses of and limitations of, different kinds of thematic maps used to describe the development of the United States.

Examples:

1. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.

Physical Features

Standard: The student will identify and locate geographic features associated with the development of the United States.

The student will:

1. 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.

Examples:

1. Mohawk Depression, Ohio River, Appalachian Mountains, California gold fields

Interconnections

Standard: The student will identify examples of the changing relationships between patterns of settlement and land use and topographic features.

The student will:

1. Analyze how changes in technology promoted development in various regions of the United States between 1800 and 1877.
2. Analyze how changes in transportation affected settlement of the country between 1800 and 1877.

Examples:

1. Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal

2. Canals in early 1800s, steamboats in the mid-1880s, Westward expansion, settlement of Minnesota, areas people moved from and to

VI. ECONOMICS

Producers and Consumers

Standard: The student will understand basic components of a market economy.

The student will:

1. 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.
2. Explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it.

Examples:

1. Simplified circular flow of economic activity
2. Clothes are produced because consumers want them. Textiles are produced in factories because of their efficiency. Consumers may buy clothes if they are willing and able to pay the price.

Producers and Consumers

Standard: The student will understand the concepts of markets and prices.

The student will:

1. Explain that a market exists when consumers buy and producers sell goods and services.
2. Explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).

Economic Choices

Standard: The student will understand the importance of economic incentives.

The student will:

1. Analyze how people respond predictably to positive and negative economic incentives.

Examples:

1. Subsidies of land grants to railroad helped build transcontinental railroad. Tariffs discouraged importation of foreign textiles

Grade 4-6

The grade level designations in the 4-6 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may organize the grades 4-8 standards in one of two ways: (1) banding grades 4-5 together and grades 6-7-8 together; or (2) banding grades 4-5-6 together and grades 7-8 together. The standards should be mastered by the end of the highest grade in the band.

Grade 6

Minnesota History, U.S. History

Note—Economics, geography, government and citizenship are all integrated into the Minnesota History standards.

I. MINNESOTA HISTORY

Pre-Contact to 1650

Standard: The student will demonstrate knowledge of Minnesota's indigenous peoples.

The student will:

1. Describe the evidence of the indigenous cultures in Minnesota and explain how to make reasoned inferences from that evidence.
2. Explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and be able to compare and contrast them.

Examples:

1. Paleo-Indian, Eastern Archaic, Woodland, Mississippian cultures
2. Seasonal and semi-nomadic lifestyles, different concepts of time, woodland vs. plains culture, Ojibwe migration, historical controversy of Kathio battle, role of oral history, myths and traditions

Contact and Fur Trade (1600-1810)

Standard: The student will demonstrate knowledge of early explorers and fur traders in Minnesota.

The student will:

1. Describe how early explorers and fur traders affected the development of Minnesota, including, but not limited to, the establishment of fur trade posts, military forts and religious missions.
2. Describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.
3. Identify and analyze the connection of early explorers and fur traders to the political, economic, and religious systems of Europe and the United States.

Examples:

1. Explorers Jean Nicolet, Sieur de Radisson, Sieur de Luth, Louis Jolliet, Father Jacques Marquette, Father Louis Hennepin, Pierre Charles Le Sueur, Zebulon Pike, John Sayer, Henry Sibley, George Bonga

2. Exchange of goods in the fur trade, economic and social relationships between traders and Indian tribes, role of women in the fur trade, impact of early missionaries on the Dakota and the Ojibwe
3. Economic impact of fur trade in Europe, motivations and goals of explorers, traders, and missionaries, impact of wars and treaties on control of the fur trade.

Early Settlement and Statehood (1810-1890)

Standard: The student will know and understand the factors that led to rapid settlement of Minnesota in the 19th Century and the changes the new Minnesotans brought with them.

The student will:

1. Explain why early settlers came to Minnesota and analyze their impact on Minnesota's political, cultural, and physical landscapes.
2. Describe the process of Minnesota's becoming a territory and then a state.
3. Describe 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.

Examples:

1. Influence of early Yankee, German and Scandinavian immigrants, Josiah Snelling, Henry Sibley, Alexander Ramsey, Harriet Bishop, James Goodhue, early agriculture, rise of timber industry, importance of rivers and steamboats, coming of the railroad, missionaries
2. Northwest Ordinance of 1787, establishment of Minnesota Territory in 1849, Minnesota statehood in 1858, adoption of state constitution
3. Legal status of treaties as "Supreme law of the land;" major treaties with the Dakota and Ojibwe (especially those in 1805, 1837, 1851, 1858); Lawrence Taliaferro and the Indian Agency at Fort Snelling; Inkpaduta's raid

Civil War and Dakota War (1860-1864)

Standard: The student will know and understand Minnesota's role and the impact on the state of the Civil War and the Dakota War of 1862.

The student will:

1. Describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors impacting these attitudes.
2. Describe Minnesota's role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.
3. Know and compare the different perspectives on the causes and the effects of the Dakota War of 1862.

Examples:

1. Dred and Harriet Scott, Eliza Winston, Jane Grey Swisshelm, growth of Republican Party in Minnesota

2. Battle at Gettysburg, Battle of Missionary Ridge, soldier's aid societies
3. Traditional farming, Christianized Dakota; role of traders, government agents, and missionaries; Battle of New Ulm, hangings at Mankato, Dakota encampment at Fort Snelling, Bishop Henry Whipple, Little Crow, Big Eagle, Dakota diaspora

Industrial Era (1865-1914)

Standard: The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.

The student will:

1. 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. Describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
3. Describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.

Examples:

1. Charles Pillsbury, James J. Hill, Frederick Weyerhauser, the Merritt Brothers, Henry Oliver, Laura Ingalls Wilder, Oliver Kelley, Bonanza Farms, Homestead Act, middlings purifier, harnessing St. Anthony Falls, railroads, foreign immigration, mechanized agriculture, allotment of Indian land
2. Lives of lumberjacks, mill workers, and farmers; growth of industry in Minneapolis and St. Paul; Hinckley fire and forestry reform; early labor unions, logging dams, damage to wild rice beds, movement of American Indians to cities
3. Public health, women's suffrage, allotment of Indian lands, Indian boarding schools, Amanda Lyles, Eva McDonald Valesh, Clara Ueland, Governor Samuel Van Sant, C.C. Andrews, rise of the Farmer-Labor party

World Wars I and II, the 1920s and the Great Depression (1914-1945)

Standard: The student will know and understand the impact on Minnesota of these major national and international events: World War I and World War II, the social and economic changes of the 1920s and the Great Depression.

1. Describe the issues that Minnesotans faced during World War I and how they responded to them.
2. Describe the social, political, and economic changes that occurred during the 1920s and 1930s and issues related to those changes, and analyze their impact.
3. Describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.

Examples:

1. German-Americans, Governor J. A. Burnquist, Louis A. Fritsche, the Minnesota Commission of Public Safety, Minnesota soldiers in France, women on the home front
2. Charles Lindbergh, F. Scott Fitzgerald, Sinclair Lewis, Andrew Volstead prohibition, John Dillinger, Frank B. Kellogg, Governor Floyd B. Olson, the Great Depression in Minnesota, Governor Harold E. Stassen, Indian Citizenship Act of 1924, Indian Civilian Conservation Corps, Civilian Conservation Corps
3. Wartime industries, supporting the war effort on home front, Minnesota soldiers, Fort Snelling language school, P.O.W. camps, internment of conscientious objectors in Sandstone Prison

Post-World War II to the Present (1945-)

Standard: The student will know and understand Minnesota's role in the major social, economic and political changes occurring nationally and internationally during the last half of the 20th century through the present, and analyze its impact.

The student will:

1. Explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.
2. Identify and describe significant demographic changes in Minnesota and issues related to those changes, and analyze the significance of their impact.
3. Develop and share their understanding of what it means to be a Minnesotan, and what the significance of Minnesota is today for the nation and the world.
4. Identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.

Examples:

1. Cold War, Civil Right's Movement, Women's Movement, American Indian Movement, Coya G. Knutson, Mayo Clinic, Warren Burger, Harry A. Blackmun, Eugene McCarthy, Hubert H. Humphrey, Walter Mondale, Rosalie E. Wahl, Marge Anderson, Roy Wilkins, Cap Wigington, Dennis Banks, Sigurd F. Olson, Nellie Stone Johnson, Minnesota artists, reaffirmation of sovereign treaty rights for the Dakota and Ojibwe
2. Hispanic, African and Southeast Asian immigrants, growth of suburbs, rural population loss
3. Comparisons of ethnic, religious, and cultural heritage role of Minnesota industries in national and world trade, Minnesota as a tourist destination, recognizing the role of the past in shaping the future
4. Taconite mining, Boundary Water Canoe Area Wilderness, Mall of America, consolidation of agriculture

II. WORLD HISTORY

Emergence of a Global Age, 1450-1650, A.D.

The student will demonstrate knowledge of the age of exploration.

The student will:

1. Identify explorers and examine the effects of exploration as it relates to contact between societies with different religions, values, and structures.

Examples:

1. Trade, the growth of empires and competition between nations, explorers from Northern Europe and Southern Europe, the roles of Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam, and indigenous religious traditions

Emergence of a Global Age, 1450-1650, A.D.

Standard: The student will demonstrate knowledge of the Reformation.

The student will:

1. Know key figures of the Reformation era and analyze their contributions.

Examples:

1. Martin Luther, John Calvin, Henry VIII, Loyola, Erasmus, Pope Leo X

Emergence of a Global Age, 1450-1650, A.D.

Standard: The student will demonstrate knowledge of non-European civilizations of the world after 1500 A.D.

The student will:

1. Describe the location and development of various empires of the world, and analyze their contributions

Examples:

1. Ottoman, Indian, Chinese, Japanese, African, American

Age of Revolution and Reaction, 1640-1920 A.D.

Standard: The student will demonstrate knowledge of scientific, political, economic and social changes during the 17th, 18th and 19th Centuries.

The student will:

1. Identify key figures of the Scientific Revolution and analyze the significance of their contributions to science.
2. Compare and contrast at least two monarchical governments in the Age of Absolutism.
3. Know the key figures in the intellectual movement known as the Enlightenment and analyze the significance of their contributions.

Examples:

1. Galileo, Newton
2. Louis XIV, Frederick the Great, Peter the Great, Catherine the Great

3. Locke, Voltaire, Rousseau, Adam Smith

Age of Revolution and Reaction, 1640-1920 A.D.

Standard: The student will demonstrate knowledge of political changes and industrial development during the 19th Century.

The student will:

1. Analyze and explore the impact of the Industrial Revolution on political and economic structures during the 19th Century.

Examples:

1. Capitalism, communism, socialism, labor unions

Age of Revolution and Reaction, 1640-1920 A.D.

Standard: The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.

The student will:

1. Examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.

Examples:

1. Imperialism, mercantile economies; policies in Africa, Asia, America; social consequences, slave trade

III. ESSENTIAL SKILLS

Evaluating historical sources and developing historical research skills

Standard: The student will understand the role of evidence, perspective and analytical presentation in historical study.

The student will:

1. Identify, describe and extract information from various types of historical sources, and determine whether a source is a primary or secondary source.

2. Identify different perspectives on major events, ideas and people in Minnesota's past and compare and contrast these perspectives.

3. Demonstrate historical research skills by creating a research project, based on locating relevant information, analyzing and evaluating historical sources, and developing their own presentations based on their research.

Developing Historical Understanding

Standard: The student will begin to develop historical perspectives on current issues.

The student will:

1. Create timelines that demonstrate their understanding of the sequence of events and patterns of cause and effect.
2. Connect the significance of the past to their own lives and to their communities.

V. GEOGRAPHY

These issues are integrated into the Minnesota History standards for this grade.

Concepts of Location

Standard: The student will be able to identify and locate major physical and cultural features that played an important role in the history of Minnesota.

The student will:

1. Locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.

Examples:

1. Great Lakes, Mississippi River, pine forests, iron ranges, St. Anthony Falls, prairies and hardwood forests

Maps and Globes

Standard: The student will be able to use maps and globes to demonstrate specific and increasingly complex geographic knowledge.

The student will:

1. Distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of the Minnesota.

Examples:

1. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.

Physical Features

Standard: The student will identify and locate geographic features associated with the development of Minnesota.

The student will:

1. Identify, 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.
2. Identify physical features that shaped settlement and lifeways of the Dakota and the Ojibwe and analyze their impact.
3. Identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19th Century.

4. Identify physical features that either hindered or promoted the industrialization of the state.

Examples:

1. Eastern and southern states, mountain states
2. Wild rice beds, long grass prairie, rivers, forests
3. Great Lakes, river systems, confluence of Mississippi and Minnesota Rivers
4. Mississippi river system, Red River Valley, forests and prairies, Falls of St. Anthony, smaller water power sites, Iron Range, pine forests

Interconnections

Standard: The student will identify examples of the changing relationships between the patterns of settlement and land use.

The student will:

1. Give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.
2. Analyze how changes in transportation affected settlement of the state.
3. Explain the importance of site features in the establishment of Minnesota's largest cities.
4. Explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.
5. 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.
6. Describe the settlement pattern of Minnesota's largest immigrant groups.
7. Use regions analyze modern agriculture in Minnesota.

Examples:

1. Water power sites, river crossings, ports on Lake Superior and river systems
2. Steamboats in the mid-1800s, railroads in the 19th Century, highway system in first half of 20th Century, air transportation in last half of 20th Century
3. Water power sites, river crossings, access from Mississippi to the upland via heads of navigation, ports
4. Fiber optic networks, freeways, development of airports
5. War and dislocation, economic opportunity, opening of treaty lands for settlement, Northern Europeans, Mexico, Laos
6. Swedes, Norwegians, Finns, Germans, Hmong, Mexicans, Hispanics
7. Corn-hog-soybean region, sugar beet and wheat in Red River Valley, market gardening

Interconnections

Standard: The student will be able to identify how technology made some parts of Minnesota more valuable at particular times in history.

The student will:

1. Explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.

Examples:

1. Wheat and soy beans to China, clothing and electronic goods from Asia, fur trade, Spam to world, taconite

Grades 7-8

The grade level designations in the 7-8 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may organize the grades 4-8 standards in one of two ways: (1) banding grades 4-5 together and grades 6-7-8 together; or (2) banding grades 4-5-6 together and grades 7-8 together. The standards should be mastered by the end of the highest grade in the band.

Grade 7 U.S. History

Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.

I. U.S. HISTORY

Reshaping the Nation and the Emergence of Modern America, 1877-1916

Standard: The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

The student will:

1. 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. 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. 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 changed life in America.
4. Analyze the impact of the Progressive Movement, child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement, and identify the contributions of individuals in these movements.

Examples:

1. Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations
2. The growth of ethnic stereotyping, Indian boarding schools, Wounded Knee, Chinese exclusion, *Plessy V. Ferguson*
3. Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, The Grange
4. Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU

World War and the Emergence of Modern America, 1900-1930s

Standard: The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.

The student will:

1. Know and understand the reasons for the Spanish American War and its resulting impact.
2. Know and understand the United States' actions in the Pacific, and resulting international reactions.
3. Identify and understand the struggles and contributions of leaders of the early civil rights movement, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.

Examples:

1. The liberation of Cuba, the Battle of Manila Bay, the annexation of the Philippines, and the rise of the U.S. as a world power
2. Specifically in China, Panama, the annexation of Hawaii, Boxer Rebellion, the Russo-Japanese War, the guerilla war in the Philippines, "Banana Wars"

World War and the Emergence of Modern America, 1900-1930s

Standard: The student will understand World War I, its causes and effects.

The student will:

1. Know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I.
2. Explain Wilson's 14 Points and the failure of post-war internationalism, and analyze the rise of United States' isolationism.

Examples:

1. Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania, Germany's breaking of the Sussex Pledge
2. U.S. non-participation in the League of Nations and the failure of League, post war disillusionment

A World at War, 1930s-1945

Standard: The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.

The student will:

1. Examine causes and analyze the effects of the Great Depression and the impact of the New Deal.
2. 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.
3. 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 of Midway, the invasion of Normandy and the decision to drop the atomic bomb on Japan.
4. Evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and Rosie the Riveter.

Examples:

1. Smoot-Hawley tariff, over heated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls, WPA, CCC, role of Franklin Roosevelt
2. Trade restrictions on Japan, economic impacts of the Great Depression
3. Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge
4. Port Chicago, Detroit race riots, women's military involvement (WAVEs and WACs)

Post WWII Era, 1945-1980

Standard: The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War and the present.

The student will:

1. Understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and American occupation of Japan.
2. Understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.
3. Understand and explain the shift from a wartime to a peacetime economy, including the impact of the GI Bill, the creation of suburbs, the creation of the Interstate highway system, and shifting migration patterns.
4. Analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, the Korean and Vietnam Wars and the Cuban Missile Crisis.
5. Explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities, including the New Frontier, the NAACP, the Great Society, United Farm Workers' movement, and the women's and civil rights movements.
6. Identify major Supreme Court decisions during this era and analyze their impact, including Brown vs. Board of Education, Roe vs. Wade and the Bakke case.

Examples:

1. Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO), MacArthur
4. The presidencies of Eisenhower, Kennedy, Johnson, and Nixon
5. Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez
6. Gideon, Miranda

Contemporary America, 1980-present

Standard: The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.

The student will:

1. Identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.
2. Analyze challenges of a post-Cold War world, especially September 11, 2001 and its aftermath.

Examples:

1. U.S. support of dissident and anti-communist movements in Central and Eastern Europe, Latin America, Asia, and Africa
2. New clashes of economic, political and religious worldviews

III. ESSENTIAL SKILLS

Historical Inquiry

Standard: The student will apply research skills by investigating a topic in U.S. History.

The student will:

1. Define a research topic that can be studied using a variety of historical sources.
2. Identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
3. Develop strategies to find, collect and organize historical research.

Historical Inquiry

Standard: The student will analyze historical evidence and draw conclusions.

The student will:

1. Understand the difference between a primary source document and secondary source documents, and that both may be influenced by the author's bias and interpretation of historical events.
2. Compare and contrast perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events, and assess the credibility of the sources.
3. Understand the concepts of historical context and multiple causation.
4. Create a timeline that illustrates the relationship of their topic to other historic events.

Examples:

2. Conflicting British and American views of the "Boston Massacre"

Historical Inquiry

Standard: The student will present and explain the findings of a research project.

The student will:

1. Select a presentation medium for their project and learn the skills necessary to communicate their ideas.
2. Articulate a clear thesis statement that explains the historical relevance of their research topic.
3. Learn how to cite sources and to document their research in the form of a bibliography.
4. Learn what constitutes plagiarism and how to appropriately paraphrase other people's work into a new interpretive format.

Examples:

1. Papers, exhibits, documentary films, historic site interpretation, theater, web sites and other media

IV. GOVERNMENT AND CITIZENSHIP

Rights and Responsibilities

The student will understand limitation of powers and structure of American government.

The student will:

1. Describe the separation and distribution of governmental powers on federal, state and local levels and be able to explain the relationship among compare and contrast the legislative, executive and judicial branches.
2. Compare governmental structure and individual rights in the United States to those in other forms of government
3. Examine and analyze the 14th and 15th Amendments and explain how these altered the powers of state and federal governments.

Examples:

2. Cuba, Great Britain, Saudi Arabia

V. GEOGRAPHY

Concepts of Location

Standard: The student will be able to identify and locate major countries, events and cultural features that played an important role in the history of the United States.

The student will:

1. Locate on a map or globe the major empires of the late 19th Century and their largest overseas territories.
2. Locate the major source countries for immigration to the United States during the years 1877-1916.
3. Describe how the landownership patterns laid out by the French, English, and Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.

Examples:

1. England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal
2. Italy, Poland, Austro-Hungarian Empire
3. Rectangular survey in Midwest, long lots, metes and bounds in former colonies

V. **GEOGRAPHY**

Maps and Globes

Standard: The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.

The student will:

1. Interpret various categories of maps to describe the development of the United States between 1877 and 1916.

Examples:

1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups)

Physical Features

Standard: The student will identify and locate geographic features associated with the development of the United States.

The student will:

1. Identify physical features of land pertinent to Minnesota and U.S. history in the decades from 1877 to 1916 and analyze how they either hindered or promoted settlement and economic development of the United States and its largest cities.

Examples:

1. Isthmus of Panama, mountain ranges, river valleys, Minnesota Iron Range, Alaskan gold rush cities, the Klondike, the oil fields of Texas

Interconnections

Standard: The student will identify examples of the changing relationships between the patterns of settlement and land use and topographic features.

The student will:

1. Give examples of how changes in technology and political attitudes promoted development and settlement in some parts of the United States between 1877 and 1916, and analyze the impact of these changes.

Examples:

1. Production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal

VI. ECONOMICS

The Market Economy (Micro Economics)

Standard: The student will understand that in a market economy income is earned in different ways.

The student will:

1. Identify multiple forms of income and their sources
2. Recognize types and roles of firms.

Examples:

1. Wages and salary, rent, interest and profit
2. Corporation (3M), partnership (a law firm), proprietorship (a barber shop)

The Market Economy (Micro Economics)

Standard: The student will understand business organizations, market structures, and financial institutions that operate within our economy.

The student will:

1. Identify, compare and contrast various industries and the occupations related to them.
2. Compare and contrast the concepts of competition and monopoly and predict consequences of each.
3. Describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives.

Examples:

1. Tourist, agricultural, health services, oil
2. Farmers' market (competition), electric distribution (monopoly)
3. Banks, credit unions, stock market, the Federal Reserve

The National Economy (Macro Economics)

Standard: The student will understand the economic activities of government.

The student will:

1. Explain that the government pays for the goods and services it provides through taxing and borrowing.
2. Explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.

Examples:

1. Education, road, police, Income tax (16th Amendment), payroll tax, city sales tax, property tax, war bonds
2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws

The National Economy (Macro Economics)

Standard: The student will understand the concepts that measure the national economy.

The student will:

1. Define and give examples of basic economic terms.
2. Give examples of measurements that indicate the economic conditions of depression, recession, and expansion.

Examples:

1. Unemployment, inflation, interest rates, Gross Domestic Product (GDP)
2. Unemployment and reduction in output during Great Depression, stagflation of 1970s

Grades 7-8

The grade level designations in the 7-8 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may organize the grades 4-8 standards in one of two ways: (1) banding grades 4-5 together and grades 6-7-8 together; or (2) banding grades 4-5-6 together and grades 7-8 together. The standards should be mastered by the end of the highest grade in the band.

Grade 8 Geography

V. GEOGRAPHY

Essential Skills

Standard: 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.

The student will:

1. Demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
2. Make inferences and draw conclusions about the character of places based on comparison of maps, aerial photos, and other images.
3. Locate major political and physical features of the United States and the world.

Examples:

1. Atlases, online databases, topographic maps
2. Thematic, topographic, aerial photos, satellite images
3. Countries, rivers, topographic features, largest cities

Maps and Globes

Standard: The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.

The student will:

1. Create a variety of maps to scale.
2. 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.

Examples:

1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups)
2. Evaluate maps in print media that depict events in other parts of the world

Physical Features and Processes

Standard: The student will be able to identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.

The student will:

1. Describe the major physical features of the United States and the regions of the world they study.
2. Describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.
3. Describe patterns of vegetation and landforms in the United States and around the world.

Examples:

1. Great Plains, Sahara, Amazon Basin
2. Topographic patterns, tectonic and erosion cycles
3. Grassland, rain forest, Taiga

Physical Features and Processes

Standard: The student will give examples of physical systems and describe their role in shaping life on Earth.

The student will:

1. Describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.
2. 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.

Examples:

1. Monsoons, El Nino
2. Flood plains, earthquake zones, hurricanes

Interconnections

Standard: The student will describe how humans influence the environment and in turn are influenced by it.

The student will:

1. Recognize changes over time in nearby landscapes, resulting from human occupation.

Examples:

1. Forest and farm land being replaced by housing

Interconnections

Standard: The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface.

The student will:

1. Explain the patterns of population density on the surface of the Earth and analyze the causes of population change.
2. Describe the patterns of languages on the surface of the Earth and identify patterns of change.
3. Describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.
4. Describe the locations of government systems on the surface of the Earth and identify patterns of change.
5. Describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.
6. Describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.
7. Identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

Examples:

1. Refugees, rural to urban, suburbanization and migration of labor
2. Language families, word usage in English, expansion of English
3. Christianity, Islam, Hinduism, Judaism, Buddhism, Confucianism, indigenous religions
4. Communism, democracy, kingdoms, dictatorships
5. Industrial regions, patterns of commercial and subsistence agriculture
6. Western Europe, Arab World, Southeast Asia, Latin America
7. Iraqi conflict, defense of Korea, the island campaign in the Pacific Theater of WWII, Battle of Thermopylae in Persian War, England and Russia in Napoleonic wars and in WWII

Interconnections

Standard: The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.

The student will:

1. Analyze the way peoples' perceptions of regions vary and are affected by individual perspectives and cultures.
2. Provide examples at differing scales of how regions are important to people as symbols for unifying society.
3. Describe how physical processes affect different regions of the world.
4. Interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.

Examples:

1. Property values in a city, attitudes toward wilderness
2. Local community or neighborhood, the American West, Chinatowns
3. Desertification of the Sahel, soil degradation in the tropics
4. Rain shadow deserts, rainforests

Essential Skills

Standard: 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.

The student will:

1. Demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
2. Make inferences and draw conclusions about the character of places based on analyses and comparisons of maps, aerial photos, and other images.
3. Locate major political and physical features of the United States and the world.

Examples:

1. Atlases, online databases, topographic maps
2. Thematic, topographic, aerial photos, satellite images
3. Countries, rivers, topographic features, largest cities

Grades 9-12

Note: The current high school graduation requirement for history/social studies reads:

“three and one-half credits of social studies, including at least one credit of United States history, one credit of geography, 0.5 credits of government and citizenship, 0.5 credits of world history, and 0.5 credits of economics”

In response to public feedback, and as a way to provide more flexibility at the local level, we have recommended to the legislative chairs of the education policy committees that consideration is given to modifying that language to read: “three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics”

Note: Should the above recommendation be accepted, schools would have more flexibility and, for example, could meet the graduation requirements with integrated courses (such as geography, economics, government and civics standards being integrated into a two-year study of U.S. History).

Note: The standards for World History are divided into two sections: World History I and World History II. School districts must teach the standards designated for World History I or World History II, or both. Students are required to master the standards in either World History I or World History II.

I. U.S. HISTORY

Pre-history through 1607

Standard: The student will demonstrate knowledge of American Indian cultures in North America prior to and during western exploration.

The student will:

1. Understand and explain important cultural aspects of major North American Indian nations, including Mayans, Aztecs, Plains Indian Nations, Southwest Indian Nations, the Iroquois Confederacy, Dakota and Ojibwe; including their spiritual, intellectual, and scientific traditions.

Examples:

1. Indian language groups, Mayan and Aztec architecture, regional variations of Indian agriculture, use of medicinal plants, Anasazi, Pueblo, mound building peoples

Pre-history through 1607

Standard: The student will demonstrate knowledge of European exploration in North America.

The student will:

1. Explain the motivations, obstacles, accomplishments and consequences of European explorations, including French, Spanish, Scandinavian and English explorations, and analyze their impact.

Examples:

1. Gold, trade routes, colonization, cod fishing, exchange of plants, animals, and disease with Indian nations, cartographic knowledge, Spanish Mission System

Colonization and Conflict, 1607-1780s

Standard: The student will know regional variations of colonial society and the relationship of the colonies to Indian Nations.

The student will:

1. Describe the cultural, economic and political interactions between Europeans and American Indian Nations that led to conflict, cooperation, and compromise, including treaties, political alliances, the impact and exchange of resources.
2. Compare and contrast the social, political, religious and economic conditions of the New England, Mid-Atlantic and Southern regions.
3. Analyze the impact of slavery on African and colonial life in North American and the Caribbean, including features and impact of indentured servitude, the Atlantic slave trade, the Middle Passage, and the Southern plantation system.

Examples:

1. Early fur trade, cultivation of tobacco, impact of smallpox, Pequot War, King Phillip's War, French and Indian War, Proclamation of 1763, Indian alliances during the Revolutionary War, Pueblo Revolt
2. First Great Awakening

Colonization and Conflict, 1607-1780s

Standard: The student will demonstrate knowledge of the causes of the American Revolution through conflict, intellectual writings, economic trade, and the move to unity.

The student will:

1. Know the critical economic, political and philosophical conflicts leading to the American Revolution, including the French and Indian War, the Boston Tea Party, writings of Thomas Paine, colonial reaction to British policy, and the impact of these issues.
2. Analyze the move to independence among some American colonists, including the work of the First and Second Continental Congresses and the creation of the Declaration of Independence.

Examples:

1. Political ideas of Locke and Montesquieu, the Tea Act, Stamp Act, and Intolerable Acts, the Sons of Liberty and petitions to Parliament, the Battle of Lexington and Concord.
2. Committees of Correspondence

Colonization and Conflict, 1607-1780s

Standard: The student will comprehend the course and the consequences of the Revolutionary War.

The student will:

1. Identify key leaders, major campaigns and events of the Revolutionary War, including George Washington, Sam Adams, John and Abigail Adams, Thomas Jefferson; the Battles of Trenton, Saratoga, and Yorktown.
2. Describe the choices facing people living in the colonies brought about by the revolution, and explain why people were divided over whether to take up arms against the British and the sacrifices they faced in making those decisions.
3. Evaluate changes in the social fabric brought about by the Revolutionary War among women, slaves, free blacks, loyalists, patriots, and American Indians.

Examples:

1. Patrick Henry, Nathan Hale, Paul Revere, Baron Von Steuben, Thomas Jefferson, Cornwallis, Lafayette, Valley Forge, Alliance with France, Treaty of Paris
3. Economic boycotts, role of women, Phyllis Wheatley, migration of Loyalists to Canada, split in the Iroquois Confederacy

Political Growth and Westward Expansion, 1781-mid-1800s

Standard: The student will demonstrate knowledge of the Articles of Confederation and the creation of the Constitution and the resulting growth of political parties.

The student will:

1. Evaluate the strengths and weaknesses of the Articles of Confederation, know the Constitutional Convention's role in forming the new government, and be able to compare and contrast the subsequent issues raised by the Federalists and Anti-Federalists.
2. Understand how the role of the Supreme Court emerged, including a discussion of judicial review in interpreting the Constitution.
3. Identify key events, people and ideas that led to the rise of the first political parties in America, including Thomas Jefferson, Alexander Hamilton and John Adams.

Examples:

1. The roles of Madison, Hamilton, and Washington
2. Marbury vs. Madison, McCullough vs. Maryland
3. Parties including the Jeffersonian Republicans, the Federalists, the Whigs, Alien and Sedition Acts

Political Growth and Westward Expansion, 1781-mid-1800s

Standard: The student will explain the political and diplomatic causes and effects of the War of 1812, and the development of the Monroe Doctrine.

The student will:

1. Analyze causes and effects of the War of 1812, including interests of American Indian and white settlers of the Northwest Territory during the war and the Embargo Act.

2. Evaluate the responses of the Jefferson and Madison administrations to shipping harassment prior to the war, including U.S. actions against the Barbary Pirates and English and French actions against U.S. shipping interests.

3. Understand the major provisions of the Monroe Doctrine and analyze their impact.

Examples:

1. English and French Impressment
2. Congressional positions for and against the war resolution of June 3, 1812, Great Lakes naval battles, the Battle of New Orleans, the burning of Washington, D.C.

Political Growth and Westward Expansion, 1781-mid-1800s

Standard: The student will understand the relationship between territorial expansion and the growth of American industry.

The student will:

1. Analyze the causes and consequences of the territorial expansion of the United States throughout the mid-nineteenth century, including the Louisiana Purchase, the acquisition of Florida, Texas, Oregon and California, Indian Removal Act of 1830, and the impact of expansion on American Indian nations and Mexico.
2. Describe and analyze the impact of innovations in industry, technology and transportation on life in America, including the steam locomotive, the telegraph, and the impact of the cotton gin on slavery.

Examples:

1. Lewis and Clark Expedition, Zebulon Pike, Sam Houston, Manifest Destiny, Mexican-American War, Missouri Compromise, Tecumseh's War, establishment of the Reservation System

Political Growth and Westward Expansion, 1781-mid-1800s

Standard: The student will understand key political, economic and social issues of the period.

The student will:

1. Analyze and evaluate political decisions made during the age of Jacksonian Democracy, including the Cherokee Removal, Jackson's Common Man Idea, and the Bank of the U.S. controversy.
2. Understand the sources, characteristics and effects of cultural, religious, and social reform movements, including the abolition and temperance movements, and the origins of the women's rights movement.

Examples:

1. Andrew Jackson, Tariff issues, the Nullification Crisis

2. Second Great Awakening, Mormons, 7th Day Adventism, Jehovah's Witness, Shakers, Unitarians, Utopian Societies, Christian Science, Frederick Douglass, Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls Convention

Political Growth and Westward Expansion, 1781-mid-1800s

Standard: The student will understand the growing sectional division within the U.S., including cultural, economic, religious, and governmental shifts.

The student will:

1. Examine the emergence of and backlash to industrialization and immigration, including Know Nothings, and Nativism.
2. Analyze multiple factors leading to the growing sectional crisis, including the Missouri Compromise and the Fugitive Slave Act.

Examples:

1. German and Irish immigration
2. Mexican-American War, Compromise of 1850, formation of the Republican party, the Dred Scott decision, John Brown's Raid on Harper's Ferry, Bleeding Kansas, Whig Party, radicalization of the pro slavery argument

Civil War and Reconstruction, 1850s-1870s

Standard: The student will understand the long and short term causes of the Civil War.

The student will:

1. Identify and analyze cultural, economic, social and constitutional issues and key political figures leading up to the Civil War, including Abraham Lincoln, Stephen Douglas and their debates, slavery, and states' rights.
2. Describe events and people important to the eventual abolition of slavery, including the abolitionist movement, Frederick Douglass, the publication of Harriet Beecher Stowe's Uncle Tom's Cabin and the Emancipation Proclamation.

Examples:

1. John C. Calhoun, Henry Clay

Civil War and Reconstruction, 1850s-1870s

The student will understand the course and character of the Civil War and its effects on the American people.

The student will:

1. Describe, both in writing and by using maps, Union and Confederate states, critical battles, and the significance of key personnel of the Civil War, including Fort Sumter, Gettysburg, Appomattox, Abraham Lincoln, Robert E. Lee and black military units.

2. Analyze the significance of Lincoln’s Gettysburg Address and its views of American political life, including Lincoln’s definition of equality and self-government.

Examples:

1. Manassas, Wilderness, Chancellors Ville, Vicksburg, Petersburg, Atlanta; Jefferson Davis, Ulysses S. Grant, Stonewall Jackson, The First Minnesota Regiment

Civil War and Reconstruction, 1850s-1870s

Standard: The student will demonstrate knowledge of Reconstruction on American life and evaluate its successes and failures.

The student will:

1. Analyze the provisions of the 13th, 14th and 15th Amendments to the Constitution of the United States and describe their legacy.
2. Analyze the impact of the Reconstruction in the South, as well as the plight of newly freed slaves and dispossessed landowners, why the Reconstruction Era ended in the reemergence of state power in the South, including Freedman’s Bureau, Carpet Baggers, Election of 1876, origins of the KKK and Presidential reconstruction vs. radical reconstruction.

Reshaping the Nation and the Emergence of Modern America, 1877-1916

Standard: The student will understand the changing nature of the United States in the late 19th Century and early 20th Century with an emphasis on how the industrial revolution transformed the United States.

The student will:

1. Understand the factors promoting Westward expansion following the Civil War and their effects, including the resulting conflicts with American Indian Nations, including treaty rights, boarding schools, and the Dawes Act of 1887.
2. Understand how the rise of corporations, heavy industry, inventions, mechanized farming and agrarian unrest transformed American society, and analyze the contributions of key people, including Andrew Carnegie, John D. Rockefeller, Cyrus McCormick, Thomas Edison and the Wright Brothers.
3. Understand and describe growing urbanization, including the move from farm to city, immigration and backlash, and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity.
4. Analyze the rise and growth of the American labor movement, women’s suffrage, the temperance movement, the Grange, Populist and Progressive Movements, and analyze the impact of leaders such as Samuel Gompers, Susan B. Anthony, Theodore Roosevelt, and Woodrow Wilson.
5. Examine racial segregation, the rise of “Jim Crow,” and other challenges faced by black citizens in the New South, and analyze the national impact of Plessy v. Ferguson.

Examples:

1. The Railroad Act, the Morrill Land Act, and the Transcontinental Railroad, Buffalo hunting, Black Hills treaty, Carlisle Indian Industrial School, Wounded Knee, Allotment of the White Earth reservation
2. James J. Hill, John Deere, Sherman Anti-Trust Act
3. Ellis Island, Angel Island, Ethnic Enclaves, Chinese exclusion, and The Gentlemen's Agreement
4. Knights of Labor, AFL, Carrie Nation, Upton Sinclair, Robert La Follette, Ida Tarbell, William Howard Taft, William Jennings Bryan
5. Literacy Test, Poll Tax, Grandfather Clause, KKK, W.E.B. DuBois, Booker T. Washington, Ida B. Wells-Barnett

World Wars and the Emergence of Modern America, 1900-1930s

Standard: The student will understand the importance of the Spanish American War and its aftermath.

The student will:

1. 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.

Examples:

1. Insular Cases, Hawaii, Cuba, Philippines, Puerto Rico, Involvement in China Boxer's Rebellion

World Wars and the Emergence of Modern America, 1900-1930s

Standard: The student will understand the causes and consequences of World War I.

The student will:

1. Analyze the causes of World War I, and identify key people, major events, and the impact on American foreign and domestic policy, including Woodrow Wilson, Isolationism, and submarine warfare such as the Lusitania sinking.
2. Analyze and discuss America's rejection of world leadership after World War I, including Wilson's 14 Points, the Versailles Treaty, and the failure to obtain ratification of the League of Nations, and the impact of these actions on future events.

Examples:

1. Alvin York, Zimmerman telegram, Selective Service Act, Germany's breaking of the Sussex Pledge

World Wars and the Emergence of Modern America, 1900-1930s

Standard: The student will demonstrate knowledge of the social, economic and technological changes of the early 20th Century.

The student will:

1. Analyze how developments in transportation and communications changed American life, including the Model T Ford, Lincoln Highway, and the telephone, radio and the movies.
2. Describe key social changes of the time, including the 19th Amendment, Prohibition, the Great Migration north, American Indian reform and Mexican immigration.
3. Examine the changing role of art, literature and music in the 1920s and 1930s, including the impact of the Harlem Renaissance.
4. Analyze the causes of the Great Depression and how Franklin Roosevelt's "New Deal" addressed the depression, transformed American federalism, and introduced Social Security.

Examples:

1. Henry Ford, Thomas Edison
2. Scopes Trial, John Collier and the Merriam Report
3. Louis Armstrong, F. Scott Fitzgerald, Ernest Hemingway, Edward Hopper, Sinclair Lewis, Gertrude Stein
4. WPA, PWA, NRA, CCC, AAA, TVA, REA, Wagner Act, SEC, Indian Reorganization Act

A World at War, 1930s-1945

Standard: The student will understand the conflict between the internationalists and isolationists in the 1920s and 1930s.

The student will:

1. Understand how America reacted to the move to war in Europe throughout the 1930s, contrasting the internationalist foreign policy of Franklin Roosevelt with the more isolationist sentiment in Congress during the 1930s, including a discussion of the Lend Lease program with Britain.

A World at War, 1930s-1945

Standard: The student will understand the causes and major issues and battles of World War II.

The student will:

1. Examine the rise of fascism in Europe and militarism in Japan and analyze the impacts of these movements, and discuss why America and the world failed to act against these threats earlier.
2. Identify the attack on Pearl Harbor and the chain of events that led to America's entry into the war, including analysis of Roosevelt's "Day of Infamy" speech.
3. Identify and understand major battles in the European and the Pacific Theaters, including The Battles of Britain and Midway and the Normandy invasion, and the role of significant leaders, including Roosevelt, Churchill, Stalin, and Hitler, and analyze the significance of their impact.

Examples:

3. Battle of the Bulge and the liberation of Paris and Germany, Okinawa and the Philippines

A World at War, 1930s-1945

Standard: The student will understand the significant economic, cultural, and geopolitical consequences of World War II.

The student will:

1. Understand the religious, social, and political causes of the Holocaust, and analyze its long-term effect on American and international foreign policy.
2. Examine Japanese internment during WWII, including the Roosevelt Administration's rationale and the impact on Americans of Japanese descent.
3. Examine the impact of atomic weaponry on diplomacy and warfare, and analyze the reasons why America dropped atomic bombs on Hiroshima and Nagasaki.
4. Describe the changing roles of women and blacks during World War II, and how these changes presented post-war society with new issues to address.
5. Analyze the rise of the United States and the Soviet Union as superpowers, including the onset of the Cold War.

Post WWII Era

Standard: The student will identify and describe the major cultural and political changes that occurred during the 1950s 1960s and 1970s.

The student will:

1. Understand the role of the GI Bill, the rise of the Eisenhower interstate highway system and suburbs in the 1950s, and the competing forces of conformity and nonconformity in American society.
2. Analyze American Cold War foreign policy from 1945-1963, including the Truman Doctrine, The Marshall Plan, and the Berlin Wall.
3. Evaluate causes and effects of the Korean War, including the role of the United Nations.
4. Describe and assess the significance of key people and events in the civil rights movement, including Brown v. Board of Education, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr. (including his "letter from a Birmingham jail"), SNCC, Southern Christian Leadership Conference, Malcolm X, and the Voting Rights and Civil Rights Acts, and analyze their impact.
5. Analyze America's entrance into and escalation of the Vietnam War, including the Tet Offensive, the Gulf of Tonkin incident, and secret wars in Laos and Cambodia.
6. Analyze provisions of Kennedy's New Frontier and Johnson's Great Society.
7. Analyze the presidency of Richard Nixon.

Examples:

1. Jack Kerouac, Betty Freidan, television, rock 'n roll
2. Berlin Airlift, Eisenhower Doctrine, Bay of Pigs, Cuban Missile Crisis, George Kennan's Policy of Containment
3. Limited war, the Red Scare and McCarthyism, MacArthur
4. Freedom Riders, sit-ins, church bombings, Medgar Evers, Truman's desegregation of the military
5. The Kennedy Assassination, the rise of the protest movement and the counter culture, Hanoi Hilton.
7. Silent majority, Nixon's foreign policy, Watergate

Contemporary America, 1968-present

Standard: The student will understand major developments in foreign policy between the Nixon and George W. Bush presidencies.

The student will:

1. Know and describe the political and economic policies that contributed to the collapse of communism and the end of the Cold War, from the Truman Doctrine to the administration of Ronald Reagan.

Examples:

1. Nixon and Khrushchev debates, Cuban Missile Crisis, Nixon's trip to China, Carter/Sadat/Begin peace talks, "Star Wars" initiative, aid to Polish Solidarity and Afghan anti-Communist movements, and Reagan's "tear down this wall" speech in Berlin

Contemporary America, 1968-present

Standard: The student will understand the major economic, social, and cultural developments in contemporary America.

The student will:

1. Explain the significance of September 11, 2001, and how it continues to impact America today.
2. Understand and describe the effects of increased participation of women in the labor force.
3. Understand and analyze the significance of the changing patterns of immigration and migration and their contributions to contemporary America.
4. Understand and analyze the influence of the media on contemporary American culture, and how scientific and technological advances affect the workplace, health care and education.
5. Examine the reaffirmation of American Indian sovereignty and the revitalization of language and cultural traditions.

Examples:

1. War on Terror, Homeland Security Act, issues related to privacy vs. security

5. Hunting and fishing rights, court decisions, American Indian Religious Freedom Act (1978), Native American Graves Protection and Reparation Act (1990)

II. WORLD HISTORY I

Early Civilizations, Pre-history to 1000 B.C.

Standard: The student will demonstrate knowledge of early human societies from ancient times to the agricultural revolution.

The student will:

1. Analyze the challenges geographic environment presented to hunter-gatherer societies.
2. Classify characteristics of hunter-gatherer societies, including their use of tools and fire.
3. Assess the significance of innovations that gave rise to permanent settlements and analyze the impact of these changes.

Examples:

1. Fishing, hunting, gathering, nomadic civilizations
2. Stone and wood tools, fire, language, art.
3. Agriculture, role of women, pottery, cloth (wool/flax), specialization

Early Civilizations, Pre-history to 1000 B.C.

Standard: The student will demonstrate knowledge of ancient river valley civilizations and desert cultures.

The student will:

1. Locate various civilizations of the era in time and place, and describe, compare and contrast the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.

Examples:

1. Egyptian, Mesopotamian, Indus River Valley, Shang Dynasty, Babylonian, Assyrian, Minoan, Mycenaean, Israel, and various others, Mesopotamia, Egypt, Indus River, China, and the later civilizations of the Middle East, including ancient Israel

World Civilizations, 1000 B.C.- 500 A.D.

Standard: The student will demonstrate knowledge of ancient civilizations in South and East Asia.

The student will:

1. Locate various civilizations of the era in India, China, Korea and Japan, and compare and contrast the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.

Examples:

1. Aryan civilization, Mohenjo-daro, Ashoka, Zhou, Qin, and Han dynasties, Qin Shi Huangdi, Han Wudi, Yamato, Vedas, Hinduism, Buddha, Buddhism, caste system, Confucius, Confucianism, Laozi, Daoism, precursors to the Great Wall

World Civilizations, 1000 B.C.- 500 A.D.

Standard: The student will demonstrate knowledge of African civilizations.

The student will:

1. Locate various African civilizations of the era and, compare and contrast the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.

Examples:

1. Kush, Meroe, use of iron

World Civilizations 1000 B.C.- 500 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of ancient Greece in terms of its impact on western civilization.

The student will:

1. Analyze the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.

2. Compare and contrast the social and political structure of the city-states, Athens and Sparta.

3. Evaluate the significance of the conflicts between Greek City States and between Greece and Persia, and their impact on the spread of Hellenistic culture.

4. Explain contributions in drama, philosophy, poetry, history, sculpture, architecture, science, mathematics, politics and ethics, with emphasis on Socrates, Plato, and Aristotle, and analyze their impact over time.

Examples:

1. Mediterranean Sea, mountain barriers, coastal colonies, Black Sea, Trojan War

2. Role of slavery, significance of citizenship, democracy, Solon, Lycurgus

3. Marathon, Salamis, Platea, Thermopylae, Persian and Peloponnesian Wars, Alexander the Great

4. Plato, Socrates, Aristotle, Philip II, Euclid, Eratosthenes, Ptolemy, Hippocrates, Zeno, various others

World Civilizations 1000 B.C.- 500 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of ancient Rome from about 500 B.C. to 500 A.D. in terms of its impact on western civilization.

The student will:

1. Analyze the influence of geography on Roman economic, social and political development.
2. Be able to explain the social structure of Rome and analyze its cultural and political impact.
3. Analyze the impact of military conquests on the army, economy, and social structure of Rome.
4. Analyze the conditions and causes leading to the collapse of the Roman republic, and evaluate the consequences.
5. Examine the relationship between the Roman Empire and Christianity.
6. Identify Roman cultural contributions to Western Civilization, and analyze their impact on the West.
7. Analyze the conditions and causes leading to the decline and the fall of the Western Roman Empire.

Examples:

1. Central location, Etruscans
2. Patricians, Plebians, freedmen, slaves
3. Hispania, Carthage, Gaul, Egypt
4. Marius, Sulla, Cicero, Julius and Augustus Caesar, Livia, Cleopatra, Bouddica
5. Great Jewish War, Nero, Constantine
6. Art and architecture, engineering and science, medicine, literature and history, language, religious institutions, law
7. Barbarian invasions, population decline, tax problems, over-extended empire, greed and corruption, mercenary army

World Civilizations 1500 B.C.- 700 A.D.

Standard: The student will demonstrate knowledge of the history and rise of major world religions.

The student will:

1. Understand the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, as well as indigenous religious traditions.

Postclassical Civilizations, 400-1000 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of the Byzantine Empire from 400 to 1000 A.D.

The student will:

1. Describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event.

2. Identify Justinian and analyze his contributions, including the codification of Roman law.
3. Describe Byzantine culture and examine disputes and why they led to the split between Eastern Christianity and Western Christianity and the establishment of the Roman Catholic Church and Eastern Orthodox Church.

Examples:

1. Byzantium, Constantine
2. Justinian, Theodora, The Code, Belisarius
3. Architecture, Hagia Sophia, Christian Orthodoxy, Icons

Postclassical Civilizations, 400-1000 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on western civilization

The student will:

1. Describe the spread and influence of Christianity throughout Europe and analyze its impact.
2. Be able to explain the structure of feudal society and analyze how it impacted all aspects of feudal life.
3. Sequence events and construct maps related to the invasions, settlements, and influence of migratory groups.

Examples:

1. Catholic Church, monasticism, schism
2. Vassals, Fiefs, Manor Serf, Knight, Investiture, Lords, homage, Frankish kings, and Age of Charlemagne
3. Angles, Saxons, Magyars, Vikings, and Arabs

Postclassical Civilizations, 400-1000 A.D.

Standard: The student will demonstrate knowledge of African civilization, South, Southeast, and East Asian civilization.

The student will:

1. Locate various civilizations of the era in time and place.
2. Describe and analyze the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics

Examples:

1. Sui dynasty, Tang dynasty, Changan, Nara, Heian, Silla, Srivijaya, Borobodur, Axum, Bantu migrations
2. Mahayana Buddhism, Theravada Buddhism, Tale of Genji

Postclassical Civilizations, 400-1000 A.D

Standard: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D.

The student will:

1. 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).
2. Explain significant features of the Islamic culture during this period.

Examples:

1. The Caliphate, Battle of Tours, Conquest of Spain, Slave soldiers
2. Science, literature, architecture, schools of law

Regional Interactions, 1000-1500 A.D.

Standard: The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and both regional and non-regional interactions.

The student will:

1. Locate and map the major trade routes in Asia, the Middle East and Africa.
2. Describe, compare and contrast the cultures of Japan, China, Southeast Asia and India in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.
3. Describe the Crusades and Mongol invasions, and their short- and long-term consequences.
4. Describe, compare and contrast the African kingdoms of Mwenemutapa, Ghana, Mali and Songhai in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.

Examples:

1. Silk Road, Marco Polo, Great Wall, Grand Canal, Sahara salt caravans, Jenne, Timbuktu
2. Samurai, shogun, Shinto, Genghis Khan, Kublai Khan, Song, Ming, Delhi Sultanate, Tamerlane, Sikhs, Khmer kingdom, Pagan in Burma, Majapahit on Java, Angkor Wat
3. Pope Urban II, Richard I, Saladin, Genghis Kahn, Ye-Leiu Chu-Tsai
4. Family ties, matrilineal descent in some kingdoms, Kush, King Ezana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe

Regional Interactions, 1000-1500 A.D.

Standard: The student will demonstrate knowledge of complex societies and civilizations in the Americas.

The student will:

1. Describe, compare and contrast the earliest cultures of Mesoamerica and South America in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.
2. Analyze how the Aztec Empire rose in the 14th and 15th Centuries and examine major aspects of Aztec government, society, religion, and culture.
3. Analyze patterns of long distance trade centered in Mesoamerica.
4. Analyze Incan expansion and methods of imperial unification, and examine major aspects of Incan government, society, religion, culture, and institutions.

Examples:

1. Toltecs, Mayas

Regional Interactions, 1000-1500 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.

The student will:

1. Describe the emergence of European states and analyze the impact.
2. Explain conflicts among Eurasian powers.
3. Identify patterns of crisis and recovery related to the Black Death, and evaluate their impact.
4. Be able to explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science, and analyze the impact of this preservation and transfer.

Examples:

1. England, France, Spain and Russia, Charlemagne, William the Conqueror, Peter Abelard, Heloise, 100 Years War, Joan of Arc
2. Crusades, the Mongol conquests, Constantinople and the Turks
3. Population decline, collapse of feudal economy and political system
4. Role of Arabic and Byzantine civilizations

II. WORLD HISTORY II

Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of development leading to the Renaissance in Europe in terms of its impact on Western civilization.

The student will:

1. Identify and analyze the economic foundations of the Renaissance.

2. Describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact.
3. Identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period.

Examples:

1. Johann Gutenberg, printing press, growth of cities, destruction of feudal/manoral system, growth of monetary economy, rise of capitalism, commercial revolution
2. Machiavelli, Medicis, Florence, Urbino, Venice, Genoa, Milan
3. Leonardo da Vinci, Michelangelo, Petrarch, Shakespeare, Dante, Erasmus, Durer

Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization.

The student will:

1. Analyze the short- and long-term effects of the religious, political and economic differences that emerged during the Reformation.
2. Describe the impact of the religious conflicts of the era on society.

Examples:

1. The views and actions of: Martin Luther, John Calvin; Henry VIII, Elizabeth I, Mary Tudor, and Mary, Queen of Scots
2. Inquisition, Thirty Years' War, Treaty of Westphalia

Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D.

The student will:

1. Identify and explain the impact of exploration on culture.
2. Describe the location and development of the Ottoman Empire.
3. Describe the growth of European nations, including the commercial revolution, mercantilism, and analyze the contributions of significant leaders.

Examples:

1. Spice trade, monopolies, navigation instruments
2. 1453 A.D., Mediterranean and Middle East locations, Lepanto, Sulieman
3. Isabella and Ferdinand, Louis X, Catherine Medici, Lorenzo de Medici, various other leaders, role of banking, colonial economies

Emergence of a Global Age, 1450-1650, A.D.

Standard: The student will demonstrate knowledge of East Asian civilizations.

The student will:

1. Be able to locate in time and place East Asian civilizations of this era, and will Describe, compare and contrast East Asian civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.

Examples:

1. Ming dynasty, Zheng He, Tokugawa Ieyasu, Yi dynasty, Ayuthia, Le dynasty, Mughal dynasty, Taj Mahal, bushido

Age of Empires and Revolutions, 1640-1920 A.D.

Standard: The student will demonstrate knowledge of the integration of large territories under regional and global empires.

The student will:

1. Examine and analyze how trade based empires laid the foundation for the global economy.
2. Explain the impact of increased global trade on regional economies.
3. Analyze the impact of military conflicts among imperial powers on trade and sovereignty.
4. Understand and analyze the role of religion as an integrative force in the empires.
5. Understand and analyze the interaction between imperial governments and indigenous peoples. Empires studied could include: Mughal Empire in South Asia, Safavid Empire in Iran, Qing Empire in East Asia, Iberian Empires in the Americas and Asia, British, French or Dutch colonial Empires, Russian Empire, Tokugawa Shogunate in Japan

Examples:

1. Dutch East India Company, British East India Company
2. East Indian spice trade, Siberian fur trade, China tea trade, African slave trade, growth of London and Amsterdam, development of plantation agriculture, cotton industry in India
3. Ottomans vs. Safavids, British vs. Russian, Dutch vs. Portuguese
4. Christian missions, Shi'ah (Shi'ite) form of Islam in Iran, relations between Islam and Hinduism under the Moguls
5. Russian expansion into Siberia, spread of the Spanish language in the Americas, resettlement policies under the British Empire

Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of scientific, political, philosophical, economic and religious changes during the 17th and 18th Centuries.

The student will:

1. Describe the Scientific Revolution, its leaders, and evaluate its effects.
2. Describe the Age of Absolutism, identify its leaders, and analyze its impact.

3. Identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the development of English constitutionalism.
4. Be able to explain the ideas of the Enlightenment contrasted with ideas of medieval Europe, and identify important historical figures and their contributions.
5. Analyze the causes, conditions and consequences of the French Revolution and compare and contrast it with the American Revolution.

Examples:

1. Galileo, Brahe, Newton, conflict with The Church
2. Monarchies of Louis XIV, Frederick the Great and Peter the Great, Catherine the Great
3. Cromwell, Roundheads/Cavaliers, Charles I, rump parliament, Restoration, Charles II, James II, William and Mary
4. Liberty, natural law, scientific method, rationalism, encyclopedia, Montesquieu, Voltaire, Rousseau, Maria Theresa, Locke, Diderot, Adam Smith, Burke
5. Thomas Paine, Thomas Jefferson, Estates, Louis XVI, Marie Antoinette, Bastille, Rights of Man, radicals, Marat, Danton, guillotine, Robespierre, Directory

Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of political and philosophical developments in Europe during the 19th Century.

The student will:

1. Analyze the Napoleonic Wars and the Concert of Europe.
2. Describe the factors leading to the Revolutions of 1830 and 1848, leaders associated with key issues and events, and the long-term impact on the expansion of political rights in Europe.
3. Describe major scientific, technological, and philosophical developments of the 19th Century, identify key figures associated with these issues, and analyze their impact.

Examples:

1. Napoleon, Garibaldi, Bismarck, Congress of Vienna, Metternich, Concordat, Napoleonic Code, Austrlitz, Nelson, Trafalgar, Czar Alexander, Elba, Waterloo
2. Paris uprising, Charles X, Louis Philippe, Conservatism, Liberalism, Radicalism, Great Reform Bill; Socialism, Marxism, Anarchism, Napoleon III, Balkan Problem, Geanne Deroin, Pauline Roland
3. Sigmund Freud, Charles Darwin

Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)

Standard: The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19th Century.

The student will:

1. Explain industrial developments and analyze how they brought about urbanization and social and environmental changes.

Examples:

1. Factory, Entrepreneur, Arkwright, Watt, Hargreaves, Kay, Crompton, Whitney, railroads; coal, iron and cotton industries; industrial cities

Global Conflict, 1914-1945 (Western Civilization)

Standard: The student will demonstrate knowledge of the worldwide impact of World War I. The student will demonstrate knowledge of political, economic, social and cultural developments during the Interwar Period.

The student will:

1. Analyze the economic and political causes of World War I and how they interacted, as well as the impact of technology on the war.
2. Examine the Treaty of Versailles and analyze the impact of its consequences.
3. Analyze causes and consequences of the Russian Revolution and assess its significance.
4. Examine the League of Nations and analyze the reasons for its failure.
5. 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.

Examples:

1. European imperialism, Imperial competition, Great Power rivalries, Balkan nationalism, Militarism, mobilization, Alliance System
2. Woodrow Wilson, Fourteen Points, self-determination, reparations, Clemenceau, Lloyd George, demilitarization, League of Nations
3. Nicholas II, Bolsheviks, Mensheviks, Lenin, Trotsky, Kerensky, Rasputin, soviet, Duma
5. Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito and Hideki Tojo, totalitarianism, fascism, Nazism

Global Conflict, 1914-1945 (Western Civilization)

Standard: The student will demonstrate knowledge of the worldwide impact of World War II.

The student will:

1. 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.
2. Understand and analyze impact of the Holocaust and other examples of genocide in the 20th Century.
3. Explain the formation of the United Nations.

Examples:

1. Great Depression, competition for natural resources, Communism, fascism, nazism, Hitler, Stalin, Mussolini, Tojo, Hirohito, Churchill, F.D. Roosevelt, Eisenhower, MacArthur, Raoul Wallenberg, Patton, Marshall, Truman, Mao Zedong and Chiang Kai -shek
2. Final Solution, concentration camps, Armenian, Balkans, Nanking, Kurdistan, Rwanda, Ukraine, Cambodia
3. Harold Stassen, San Francisco Conference, Security Council, General Assembly, UNESCO, FAO, WHO, UNICEF

The Post-war Period, 1945-present (Western Civilization)

Standard: The student will demonstrate knowledge of major events and outcomes of the Cold War.

The student will:

1. Be able to 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, and the Vietnam War.
2. Assess the impact of nuclear weapons on world politics.
3. Identify contributions of world leaders of this time period.

Examples:

1. Chinese Civil War, Peoples Republic of China, Iron Curtain, Hungarian Revolution, Afghanistan, Solidarity Movement
2. Mutual Assured Destruction doctrine, SALT treaties
3. Nikita Khrushchev, Lech Walesca, DeGaulle, Mao Zedong, Chaing Kai-shek

The Post-war Period, 1945-present

Standard: The student will demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts.

The student will:

1. Analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution.
2. Analyze the struggle for independence in African nations.
3. Explain how international conditions contributed to the creation of Israel and analyze why persistent conflict exists in the region.
4. 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.
5. Understand the reasons for the rise of military dictatorships and revolutionary movements in Latin America.

Examples:

1. Gandhi's leadership in India
2. Kenyatta's leadership of Kenya
3. The Zionist movement, Ben Gurion, Palestine
4. Iran, Iraq, Syria, Egypt
5. Cuba, Nicaragua, Peru, Guatemala

The Post-war Period, 1945-present

Standard: The student will identify challenges and opportunities as we enter the 21st Century.

The student will:

1. Demonstrate knowledge of the continuing impact of September 11, 2001.

Examples:

1. New clashes of economic political and religious worldviews.

III. ESSENTIAL SKILLS

Historical Inquiry

Standard: The student will apply research skills through an in-depth investigation of a historical topic.

The student will:

1. Define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources.
2. Identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
3. Evaluate websites for authenticity, reliability, and bias.
4. Learn how to prepare for, conduct, and document an oral history.
5. Apply strategies to find, collect and organize historical research.

Historical Inquiry

Standard: The student will analyze historical evidence and draw conclusions.

The student will:

1. Understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author's bias.
2. Identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias.
3. Compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.

4. Review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic.
5. Understand the historical context of their research topic and how it was influenced by, or influenced, other historical events.
6. Evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.

Examples:

2. Monographs, scholarly journals, periodical literature, newspapers, web sites, films and other electronic media

Historical Inquiry

Standard: The student will present and explain the findings of a research project.

The student will:

1. Learn how historians present their work in multiple formats that include papers, exhibits, documentary films, historic site interpretation, theater, web sites and other media.
2. Select a presentation medium for their project and learn the skills necessary to present historical research.
3. Articulate a clear thesis statement that explains the historical relevance of their research topic.
4. Learn how to cite sources using footnotes or endnotes and how to document their research in the form of an annotated bibliography.
5. Understand plagiarism and its consequences, and identify ethical issues related to research and documentation.

IV. GOVERNMENT AND CITIZENSHIP

Foundations of the American Political System

Standard: The student will demonstrate knowledge of the philosophical and religious roots of the United States government as articulated in the founding documents.

The student will:

1. Analyze the influence of leading western thinkers on our founding documents, including but not limited to John Locke (natural rights), Charles de Montesquieu (separation of powers), and William Blackstone (English common law, rights of individuals).
2. Describe the influence of the ancient Greek and Roman statesmen and governments (democracy in Athens and representative government in Rome) on America's foundations.
3. Analyze the degree to which the American Revolution was a radical departure from European tradition of class hierarchy and human inequality.

4. Examine views in colonial America on religious freedom and analyze the role of religion as expressed in key documents.
5. Analyze key concepts in the Declaration of Independence, including but not limited to national sovereignty, natural law; self-evident truths; the inalienable (“endowed by their Creator”) rights of life, liberty and pursuit of happiness (property); and the purpose of government to protect these rights.
6. Examine the application of principles of the Declaration of Independence found in Frederick Douglass’ Fourth of July address, Elizabeth Cady Stanton’s Declaration of Rights and Sentiments of Women, Abraham Lincoln’s Gettysburg Address and Martin Luther King Jr.’s “I Have a Dream” speech.
7. Apply the principles and ideals of the Declaration of Independence and the Constitution to the analysis of both historical and current issues.

Examples:

2. Aristotle’s Politics, Platos’ Republic, Algernon Sidney Plutarch, Thucydides
4. Virginia Statute for Religious Freedom. Roger Williams, Northwest Ordinance, George Washington’s farewell address

America’s Founding Documents

Standard: The student will demonstrate knowledge and understanding of key founding documents.

The student will:

1. Explain why the Constitution replaced the Articles of Confederation and why there was debate over ratification of the Constitution and the appeal for a Bill of Rights.
2. Analyze features of the U.S. Constitution: its establishment of the rule of law; its status as the fundamental law of the land; devices to limit government and make it more effective, namely, separation of powers, checks and balances, representation, federalism, local self-government, and the sovereignty of American Indian Nations.
3. Analyze each of the rights delineated in the Bill of Rights and their roles in protecting individual rights and limiting national government power.
4. Understand judicial review as introduced in the Federalist Papers and later elaborated by Supreme Court justice John Marshall in Marbury vs. Madison.
5. Explain the Founders’ view of constitutional government as articulated in the Federalist Papers.
6. Discuss how certain compromises to the principles of the Declaration of Independence (such as slavery) were adopted into the Constitution in order to form the union, and analyze their short- and long-term consequences.

7. Describe how the Northwest Ordinance, and then the Constitution, provided for the creation of new states and territories.

Examples:

1. The purpose of the Constitution, as stated in the Preamble; Federalists vs. Anti-Federalists
2. The nature of the Constitution as the highest law of the land
3. Federalism, including the doctrine of delegated powers versus reserved powers, and limited government as defined in the 10th Amendment
4. The rule of law, Federalist papers 1, 10, 49, 51, 63, 785. The separation of powers, and checks and balances
7. The constitutional process for amendment

The Rights and Responsibilities of Citizenship

Standard: The student will demonstrate knowledge and understanding of the rights and responsibilities of citizenship.

The student will:

1. Explain how equally protecting individuals' rights promotes the common good (one citizen's rights may not infringe on another citizen's rights).
2. Describe the processes by which individuals become citizens of the United States.
3. Explain the inherent rights and resulting responsibility of citizenship.
4. Describe activities of civic life.

Examples:

3. Obeying the laws, paying taxes, defending the nation and serving in court
4. Seeking elected office, engaging in public service, registering to vote and informed voting, participating in political campaigns, communicating with government officials, keeping informed about current issues

The Rights and Responsibilities of Citizenship

Standard: The student will understand the scope and operation of the executive, judicial and legislative branches of federal and state government and the sovereign status of American Indian Nations.

The student will:

1. Describe the role of the President, the sources and limitation on his powers, and the broader responsibilities of the executive branch.
2. Describe the structure and function of the legislative branch and explain how a bill becomes a law.
3. Understand the role of the judiciary, including the Supreme Court and Federal Courts.
4. Compare and contrast the Minnesota Constitution and the United States Constitution.

5. Explain the sovereignty of American Indian Nations as stated by the United States Constitution.

The Rights and Responsibilities of Citizenship

Standard: The student will understand the American political system and be prepared to participate.

The student will:

1. Examine the evolution of American political parties and analyze their impact.
2. Describe the procedures involved in the voting process at local, state, and national levels, including the Electoral College.
3. Analyze how technology has shaped political development, campaigns and voters.
4. Identify the influences of interest and voter groups and analyze how they work with and against each other.

Examples:

1. Washington's election; Jackson; the Depression; FDR (including impact of New Deal on voters' future expectations of federal government role); 15th and 19th Amendments; Earl Warren court; Nixon and Watergate; Reagan; and judicial activism, Civil War, Woodrow Wilson, LBJ and the Great Society
3. Newspapers and print media, telephone, transportation, radio, television and Internet
4. Commercial media; trade, industry and labor groups; grassroots activists; political party units; and social structures, such as religion and pop culture

The Rights and Responsibilities of Citizenship

Standard: The student will understand current constitutional and political controversies.

The student will:

1. Describe the controversies over the changing role of the Supreme Court in United States government.
2. Describe controversy over state rights vs. federal rights.
3. Analyze current events and issues, applying the principles and ideals expressed in the Declaration of Independence, Constitution, and Supreme Court rulings on world and national issues.

Examples:

1. Strict constructionism vs. judicial activism
2. Public land use, unfunded federal mandates on state government

Other Forms of Government, Past and Present.

Standard: The student will demonstrate knowledge and understanding of the origins, characteristics, and development of different political and economic systems.

The student will:

1. Compare and contrast the ideals and practices of the American political and economic systems to those of other political and economic systems, including socialism, communism, monarchies and parliamentary systems, in terms of their economic practices, social structures and human rights practices.

V. GEOGRAPHY
Interconnections

Standard: The student will be able to describe how humans influence the environment and in turn are influenced by it.

The student will:

1. Provide a range of examples illustrating how types of government systems and technologies impact the ability to change the environment or adapt to it.
2. Analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources.
3. Understand and analyze examples of the impacts of natural hazards on human activities and land use.

Examples:

1. Construction of dams, Soviet Union vs. United States, industrial North vs. agricultural South
2. Recycling, limiting energy consumption, new fuels
3. Wildfires in southern California, tornados, hurricanes

Essential Skills

Standard: 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.

The student will:

1. Demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
2. Make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images.
3. Demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior.

Examples:

1. Atlas, World Wide Web, topographic maps, Geographic Information Systems, databases, aerial photos
2. Make a land use map of a local area
3. Fast food restaurant in local community, a good place to found a city, put a church, or military installation, locate a solid waste disposal site, locate a feedlot, voting in presidential elections

Spatial Organization

Standard: The student will understand the regional distribution of the human population at local to global scales and its patterns of change.

The student will:

1. Describe the pattern of human population density in the United States and major regions of the world.
2. 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.
3. Use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales.
4. 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.

Examples:

1. Concentrations in East Asia, South Asia and Europe; in United States, Northeast, Southwest
2. Slowing growth rate in Europe, rapid growth rate in Kenya, negative rates Eastern Europe
3. Compare Sweden with Kenya, suburban and inner city census tracts
4. Migration to the United States from Europe Africa and Asia; migration within the United States; refugee movements, and labor migrations to North America, Northern Europe, and the Middle East, with special focus on current migration from Mexico

Spatial Organization

Standard: 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.

The student will:

1. Use regions to analyze the locational patterns of culture groups at various scales.
2. Use concepts and models of the process of diffusion to interpret the spread of culture traits.
3. 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.
4. Cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants.

Examples:

1. Patterns of language and religion, subsistence agriculturists
2. Spread of English language, fashions, technology
3. Native Americans, African Americans, Hispanics, Asian Americans
4. Suburban developments, urban developments, agricultural communities, retirement communities, New England, California

Spatial Organization

Standard: The student will explain how the regionalization of space into political units affects human behavior.

The student will:

1. Understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements.
2. Provide examples of the impact of political boundaries on human behavior and economic activities.
3. 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. Evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.

Examples:

1. Restrictions on migration, free trade zones, Law of the Sea, WWII, Peloponnesian War
2. NATO, the European Union and the North American Free Trade Agreement, school districts, city boundaries, Mexican border with California and Arizona, Cuban border and proximity to Florida
3. Division of Africa and Asia into colonies, Development of Malaysia, South Africa, Somalia
4. Minnesota, North Carolina, California, Texas, Congressional Districts, State Legislative Districts, City Council Districts

Spatial Organization

Standard: The student will be able to analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.

The student will:

1. Describe the contemporary patterns of large cities.
2. Describe the processes that have produced this pattern of cities.
3. Describe how changes in transportation and communication technologies affected the urbanization of the United States.

4. Describe how changes in transportation technology, government policies, lifestyles, and cycles in economic activity impact the suburbanization of the United States.
5. Explain the internal spatial structure of cities in the United States.
6. Provide examples of how the internal structure of cities varies around the world.

Examples:

1. Cities of more than 5 million around the world, metro areas of more than 1 million in the United States
2. Industrialization and colonization, globalization
3. Steamboats, railroad development, highway building, construction of airports
4. Freeway, federal mortgage insurance, importance of family
5. Central business and service district, industrial zones, residential districts
6. Latin American, Southeast Asian, North American, and South Asian cities

Spatial Organization

Standard: 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.

The student will:

1. Describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States.
2. Describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world.
3. Describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production.
4. Understand how the transportation and communication systems have impacted the development of regions.
5. Describe patterns of consumption and production of the agricultural commodities that are traded among nations.
6. Describe patterns of consumption and production of fossil fuels that are traded among nations.
7. 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. 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. Describe changes in common statistical measures of population or economy that occur as countries develop economically.

10. Cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.

Examples:

1. Patterns of agriculture, industrialization, de-industrialization
2. Global division of labor, rise of newly industrial countries
3. Poultry production, genetically modified crops, the role of Norman Borlaug in the Green Revolution
4. Railroads in Africa, fiber optic networks in California
5. Coffee trade between South America and the United States, grain trade between the United States and the People's Republic of China
6. Oil trade between the Middle East and Europe, aluminum manufacturing in United States, clothing manufacturing in China
7. Soft drink bottling plants in large American cities, auto assembly plants, clothing manufacturing plants, store locations
8. Dairy farming in central Minnesota, Iron Range, sugar beets
9. Life expectancy, fertility, average income, rates of women's participation in labor force
10. The industrialization of China or the establishment of international call centers in India

VI. ECONOMICS

The Market Economy (Micro Economics)

Standard: The student will understand the implications of the economic problem of scarcity.

The student will:

1. Indicate how limited productive resources and unlimited human wants cause individuals, governments and nations to choose some things and give up others.
2. List and give examples of the factors of production—land, labor, capital, and entrepreneurship.
3. Apply the concept of opportunity cost (the highest valued alternative forgone when an economic choice is made) and explain both present and future consequences.

Examples:

1. Study vs. work; student loan program vs. military spending
2. Labor, machinery, equipment; land, raw materials; entrepreneurship, business owners
3. Buying a car vs. saving money vs. going on a trip

The Market Economy (Micro Economics)

Standard: The student will understand the basic principles of economic decision-making.

The student will:

1. Recognize that effective economic decision-making typically requires comparing the additional costs of alternatives with the additional benefits and assessing these with explicit criteria.
2. Analyze how career choice, education, and skills affect future income.
3. Construct a personal budget.

4. Compare and contrast the advantages and disadvantages of using credit in various situations.
5. Analyze investment and risk management options.

Examples:

1. Cost-benefit analysis
2. Lifetime earnings across occupations and educational attainment
3. Income, committed expenses, necessary expenses, discretionary expenses
4. Finance charges, building a credit history, purchasing earlier than otherwise would be possible, spending beyond means
5. Stocks, bonds, insurance, mutual funds

The Market Economy (Micro Economics)

Standard: The student will understand how households, firms, and governments interact in an economic system.

The student will:

1. Identify the role and interdependence of households, firms and the government.
2. Recognize that money has advantages over barter in facilitating trade.
3. Compare and contrast the basic elements of different economic systems.
4. Describe how different groups of people and different nations are affected by trade.
5. Compare and contrast the consequences, costs and benefits of free trade and trade barriers.

Examples:

1. Circular flow of economic activity
2. Currency vs. barter
3. Traditional, command, market and mixed systems
4. Comparative advantage: compare the costs and benefits of global trade and global trade agreements
5. Tariffs and quotas

The Market Economy (Micro Economics)

Standard: The student will understand the basic characteristics of markets and the role of prices in modern market economies.

The student will:

1. Describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services.
2. Identify the direct and indirect effects of price floors and price ceilings.

3. Identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.
4. Explain how interest rates and exchange rates are influenced by market conditions and how changes in interest rates affect individual and business decision-making.

Examples:

1. Market for wheat
2. Minimum wage, rent control
3. Change in income, population, number of sellers, technology
4. Canadian vs. United States' dollar exchange rate, car loan interest rates

The Market Economy (Micro Economics)

Standard: The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell.

The student will:

1. Explain how competition among sellers often results in lower prices, higher product quality, better customer service and a more efficient allocation of scarce resources.
2. Analyze how the level of competition in an industry is affected by the ease with which new producers can enter the industry, by consumers' information, and by the availability, price, quality and quantity of substitute goods and services.
3. Compare and contrast the characteristics of firms in market settings with varying degrees of competitive forces.

Examples:

1. Evolution of telecommunications
2. Fast food industry
3. Monopoly, perfect competition

The Market Economy (Micro Economics)

Standard: The student will understand the risks and opportunities associated with entrepreneurship.

The student will:

1. Explain that entrepreneurs accept the risks associated with organizing productive resources to produce goods and services, with the hope to earn profits.
2. Explain that, in addition to profit and loss, entrepreneurs respond to other incentives and disincentives.
3. Describe the role of innovation and profit motive in helping to reduce problems associated with scarcity.

Examples:

1. "Famous Dave" Anderson, Bill Gates, local business person
2. Be your own boss, long hours
3. Plastics replacing steel, petroleum developed to replace whale oil

The Market Economy (Micro Economics)

Standard: The student will understand the economic role of government in a free market economy.

The student will:

1. Identify that one important role for government in the economy is to secure and enforce property rights.
2. Analyze the appropriate role of government in cases where third party effects are known to exist.
3. Identify and explain public goods.
4. 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.
5. Recognize that some government policies attempt to redistribute income.

Examples:

1. Protection from trespassers and thieves, protection from foreign invaders, enforcement of legal contracts
2. Pollution, flu shots, computer virus protection, health department inspections of restaurants
3. Highways, public schools, public libraries, national defense, fireworks displays, light houses
4. Sherman Antitrust Act, break up of AT&T
5. Progressive income taxes, exemption of food and clothing in sales taxes, Medicaid

The National Economy (Macro Economics)

Standard: The student will understand and explain that the U.S. economy is primarily a free market system.

The student will:

1. Understand and explain that free market economies are regulated primarily by supply and demand, and that competition is essential to a free market economy.

The National Economy (Macro Economics)

Standard: The student will understand basic measures of overall economic performance.

The student will:

1. Analyze the interrelationships among the unemployment rate, the inflation rate, and the rate of economic growth.

2. Describe how the concept of the balance of trade is used to measure the international flow of goods and services.

Examples:

1. CPI, GDP
2. Imports and exports

The National Economy (Macro Economics)

Standard: The student will analyze the causes and consequences of overall economic fluctuations.

The student will:

1. Describe the basic characteristics of economic recessions and economic expansions.
2. Understand some of the reasons for fluctuations in economic activity.

Examples:

1. Changes in unemployment and/or income
2. Natural disasters, oil prices in the 1970s, changes in consumer confidence

The National Economy (Macro Economics)

Standard: The student will understand the influence of federal government budgetary policy and the Federal Reserve System's monetary policy.

The student will:

1. Identify that fiscal policies are decisions to change spending and/or tax levels by the federal government.
2. Explain the direct and indirect effects of fiscal policy on employment, output, and interest rates.
3. Explain the relationship between federal budget deficits and the national debt.
4. Identify the functions of the Federal Reserve System and its influence on economic activity.
5. Identify the ways in which monetary policy influences employment, output, inflation, and interest rates.
6. Explain that higher interest rates reduce business investment spending and consumer spending on housing, cars, and other major purchases.

Examples:

1. Tax cuts
2. Multiplier effect of government spending, crowding out
3. Debt clock, federal government budget
4. Control money supply, regulate banks
5. Interpretation of news item covering Federal Reserve policies

6. Refinance mortgages, interest rate incentives on new automobiles

The National Economy (Macro Economics)

Standard: The student will understand that economic growth is the primary means by which a country can improve the future economic standard of living for its citizens.

The student will:

1. 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. Identify that the productivity of workers is measured by dividing the output of goods and services by the number of hours worked.
3. Recognize that standards of living increase as the productivity of workers rises.
4. 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.

Examples:

1. Bangladesh vs. Singapore vs. United States
2. Productivity simulation
3. Computers
4. Automation, calculators

Essential Skills

Standard: The student will be able to understand and use economic concepts, theories, principles and quantitative methods to analyze current events.

The student will:

1. Use tables, graphs, equations, diagrams, and charts to interpret economic information.
2. Evaluate the economic implications of current issues as found in such sources as magazine articles, radio and television reports, editorials, and Internet sites.
3. Be able to analyze the economic impact of government intervention so that the costs and benefits and unintended consequences can be assessed.
4. Be able to 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.

Examples:

1. Inflation rate, unemployment rate, the level of national output, interest rates, trade deficit, budget deficit, and the rate of economic growth, trade deficits and budget deficits
2. Stadium issues, highway construction, local economic development

3. Increasing luxury tax on yachts crippled the yacht industry causing unemployment, reducing tax collections