

**Minnesota Academic Standards  
History and Social Studies**

| <b>Grade Level</b> | <b>Strand</b>                 | <b>Sub-Strand</b>                          | <b>Standard</b>   | <b>Benchmarks</b>   |
|--------------------|-------------------------------|--|---|---|
| KINDER GARTEN      | I. U.S. HISTORY               | A. Famous Americans                        | The student will recognize people who contributed to U.S. history.                                | <ul style="list-style-type: none"> <li>▪ Students will know people associated with national holidays and figures from various cultural backgrounds, including, but not limited to, Christopher Columbus, Martin Luther King Jr., Abraham Lincoln, Pilgrims, Squanto, and George Washington.</li> <li>▪ Students will know how diverse native and immigrant peoples have contributed to American history.</li> </ul> |
| KINDER GARTEN      | I. U.S. HISTORY               | B. Famous American Events                  | The student will understand important events in U.S. history.                                     | <ul style="list-style-type: none"> <li>▪ Students will know certain events that are tied to national holidays including but not limited to Independence Day and Thanksgiving Day.</li> </ul>  |
| KINDER GARTEN      | II. WORLD HISTORY             | A. Famous People in World History          | The student will recognize the individual or groups that have shaped the world.                   | <ul style="list-style-type: none"> <li>▪ Students will compare and contrast how people lived in earlier times and today.</li> <li>▪ Students will become aware that people have moved and explored throughout the world.</li> </ul>   |
| KINDER GARTEN      | II. WORLD HISTORY             | B. Famous Events in World History          | The student will understand important events that have and continue to shape our world's history. | <ul style="list-style-type: none"> <li>▪ Students will understand that countries around the world have holidays and celebrations.</li> </ul>  |
| KINDER GARTEN      | III. CONCEPTS OF TIME         | (none listed)                              | The student will be able to place events in chronological order.                                  | <ul style="list-style-type: none"> <li>▪ Students will identify and order the days of the week, months of the year and seasons.</li> <li>▪ Students will use the terms for concepts of time including past, present and future.</li> <li>▪ Students will recognize that current events continue to shape history.</li> </ul>  |
| KINDER GARTEN      | I. GOVERNMENT AND CITIZENSHIP | A. Character Traits of Good Citizens       | The student will understand the character traits of being a good citizen.                         | <ul style="list-style-type: none"> <li>▪ Students will recognize, from literature and real life examples, good citizen traits of honesty, courage, patriotism and individual responsibility.</li> <li>▪ Students will give examples and exhibit good citizen behaviors such as respect, kindness, self-control, cooperation, and good manners.</li> </ul>   |
| KINDER GARTEN      | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will understand the rights, responsibilities and privileges of being a citizen.       | <ul style="list-style-type: none"> <li>▪ Students will explain the reasons why we have rules, consequences and privileges.</li> <li>▪ Students will give examples of responsible behavior towards others, property, the environment, and themselves.</li> </ul>   |
| KINDER GARTEN      | I. GOVERNMENT AND CITIZENSHIP | C. Patriotic Symbols, Songs, and Events    | The student will recognize symbols of our nation and state.                                       | <ul style="list-style-type: none"> <li>▪ Students will recognize the symbols and songs that identify our nation including, but not limited to, the U.S. flag, the Pledge of Allegiance, national anthem and Independence Day.</li> <li>▪ Students will recognize and name the President of the United States.</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>     | <b>Sub-Strand</b>                 | <b>Standard</b>  | <b>Benchmarks</b>   |
|--------------------|-------------------|-----------------------------------|--|---|
| KINDER GARTEN      | II. GEOGRAPHY     | A. Concepts of Location           | The student will use directional and positional words to describe locations of people, places and things.      | <ul style="list-style-type: none"> <li>▪ Students will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.</li> </ul>  |
| KINDER GARTEN      | II. GEOGRAPHY     | B. Maps and Globes                | The student will use and create maps and globes to locate people, places and things.                           | <ul style="list-style-type: none"> <li>▪ Students will use maps and globes to describe places referenced in stories and real-life situations.</li> <li>▪ Students will be able to locate their town on a simple state map</li> </ul>  |
| KINDER GARTEN      | II. GEOGRAPHY     | C. Physical Systems               | The student will understand physical and human-made features of locations and places on the earth's surface.   | <ul style="list-style-type: none"> <li>▪ Students will locate land and water features.</li> <li>▪ Students will locate important places in their school and community.</li> </ul>   |
| KINDER GARTEN      | III. ECONOMICS    | A. Producers and Consumers        | The student will understand the relationship between consumers and producers in regards to goods and services. | <ul style="list-style-type: none"> <li>▪ Students will distinguish between producers and consumers and between goods and services.</li> <li>▪ Students will recognize various workers and their roles in the community.</li> <li>▪ Students will identify different denominations of currency and coin.</li> </ul>  |
| KINDER GARTEN      | III. ECONOMICS    | B. Economic Choices               | The student will understand economic choices are based on needs and wants.                                     | <ul style="list-style-type: none"> <li>▪ Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</li> <li>▪ Students will identify that money can be used to buy goods and services.</li> </ul>   |
|                    |                   |                                   |  |   |
| GRADE 1            | HISTORY           |                                   |  |   |
| GRADE 1            | I. U.S. HISTORY   | A. Famous Americans               | The student will recognize people who contributed to U.S. history.   | <ul style="list-style-type: none"> <li>▪ Students will know groups and individuals associated with the colonization and early settlement in the United States, including, but not limited to, William Bradford and Pocahontas.</li> <li>▪ Students will know other historical figures and their contributions to our country, including, but not limited to, Benjamin Franklin and Harriet Tubman.</li> </ul>                 |
| GRADE 1            | I. U.S. HISTORY   | B. Famous American Events         | The student will understand important events in U.S. history.  | <ul style="list-style-type: none"> <li>▪ Students will know how migration and colonization influenced American history.</li> <li>▪ Students will know how interaction among American Indians and settlers influenced events in American history.</li> <li>▪ Students will know how inventions and discoveries have affected American history.</li> <li>▪ Students will know the significance of national holidays.</li> </ul> |
| GRADE 1            | II. WORLD HISTORY | A. Famous People in World History | The student will recognize the individual or groups that have shaped the world.                                | <ul style="list-style-type: none"> <li>▪ Students will give examples of civilizations of the ancient world and highlights of their culture, such as Egypt and Greece.</li> <li>▪ Students will give examples of people that have moved and explored throughout the world.</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>                 | <b>Sub-Strand</b>                          | <b>Standard</b>   | <b>Benchmarks</b>   |
|--------------------|-------------------------------|--|---|---|
| GRADE 1            | II. WORLD HISTORY             | B. Famous Events in World History          | Students will understand important events that have shaped our world's history.                           | <ul style="list-style-type: none"> <li>▪ Students will be able to explain reasons why people explore.</li> <li>▪ Students will be able to give examples of events that have influenced world history.</li> </ul>  |
| GRADE 1            | III. CONCEPTS OF TIME         | (none listed)                              | The student will be able to place events in chronological order.  | <ul style="list-style-type: none"> <li>▪ Students will create a timeline.</li> <li>▪ Students will recognize that current events continue to shape history.</li> <li>▪ Students will describe how things change over time, such as forms of transportation and communication.</li> <li>▪ Students will be able to distinguish among units of time such as weeks, months and years.</li> <li>▪ Students will be able to connect a story with its time in history. (Past, present and future).</li> </ul>                             |
| GRADE 1            | SOCIAL STUDIES                |  |   |   |
| GRADE 1            | I. GOVERNMENT AND CITIZENSHIP | A. Character Traits of Good Citizens       | The student will understand the character traits of being a good citizen.                                 | <ul style="list-style-type: none"> <li>▪ Students will be able to define what it means to be a citizen in terms of loyalty, membership and self-government.</li> <li>▪ Students will be able to give examples of honesty, courage, patriotism and individual responsibility from literature and real life examples.</li> </ul>  |
| GRADE 1            | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will understand the rights, responsibilities and privileges of being a citizen.               | <ul style="list-style-type: none"> <li>▪ Students will be able to explain what constitutes a right, privilege, and responsibility within their classroom and the nation (such as voting, protection by the law, obeying rules and laws).</li> <li>▪ Students will be able to recognize that the Declaration of Independence and U.S. Constitution are the founding documents of our government and that they outline the rights, responsibilities and privileges of being a citizen.</li> </ul>                                     |
| GRADE 1            | I. GOVERNMENT AND CITIZENSHIP | C. Patriotic Symbols, Songs, and Events    | The student will recognize symbols of our nation and state.   | <ul style="list-style-type: none"> <li>▪ Students will describe how Americans show respect for national symbols such as the flag and national anthem.</li> <li>▪ Students will identify state symbols such as the state flag, the state flower, and the state bird.</li> <li>▪ Students will recognize the significance of our national symbols, including the American flag, bald eagle, Statue of Liberty, the White House and patriotic songs.</li> <li>▪ Students will recognize and name the Governor of Minnesota.</li> </ul> |
| GRADE 1            | II. GEOGRAPHY                 | A. Concepts of Location                    | The student will use directional and positional words to describe locations of people, places and things. | <ul style="list-style-type: none"> <li>▪ Students can explain that an address locates a specific place.</li> <li>▪ Students can name and use relative directional words to describe locations of places in the school and community.</li> </ul>   |

| Grade Level | Strand          | Sub-Strand                 | Standard  | Benchmarks   |
|-------------|-----------------|----------------------------|---|--|
| GRADE 1     | II. GEOGRAPHY   | B. Maps and Globes         | The student will use and create maps and globes to locate people, places and things.  | <ul style="list-style-type: none"> <li>▪ Students will be able to locate and name the continents and oceans on a map of the world and on a globe.</li> <li>▪ Students will understand that maps are drawings of locations and places as viewed from above.</li> <li>▪ Students will be able to recognize the outline shape of the state of Minnesota and locate Minnesota on a globe.</li> </ul>   |
| GRADE 1     | II. GEOGRAPHY   | C. Physical Systems        | The student will understand physical and human-made features of locations and places on the earth's surface.  | <ul style="list-style-type: none"> <li>▪ Students will compare and contrast various landforms.</li> <li>▪ Students will give examples of human-made features of the earth (such as: city, farm, bridge, roads).</li> <li>▪ Students will give examples of physical features of the earth (such as: mountain/plain, woodland/prairie, ocean/lake).</li> <li>▪ Students will develop an awareness of climate in terms of wet/dry, hot/cold, and seasonal changes.</li> </ul>   |
| GRADE 1     | II. GEOGRAPHY   | D. Interconnections        | The student will understand that people are connected to each other and the environment and these interconnections influence how and where people live. | <ul style="list-style-type: none"> <li>▪ Students will be able to explain how human activities have changed the earth (for example dams, canals, roads).</li> <li>▪ Students will describe how transportation and communication connect people around the world (for example highways, telephones and computers).</li> <li>▪ Students will give examples of the ways an individual's actions will benefit or harm the environment (for example recycling and littering).</li> <li>▪ Students will describe how interconnections among peoples have been affected by physical features (for example oceans, rivers and mountain ranges).</li> </ul> |
| GRADE 1     | III. ECONOMICS  | A. Producers and Consumers | The student will understand the relationship between consumers and producers in regards to goods and services.  | <ul style="list-style-type: none"> <li>▪ Students will identify that people whose wants are satisfied by using goods and services are called consumers.</li> <li>▪ Students will identify that people who make goods and provide services are called producers.</li> <li>▪ Students will understand that trading goods and services for other goods and services is called barter.</li> </ul>  |
| GRADE 1     | III. ECONOMICS  | B. Economic Choices        | The student will understand economic choices are based on needs and wants.  | <ul style="list-style-type: none"> <li>▪ Students will define scarcity as the condition of not being able to have all of the goods and services that you want.</li> <li>▪ Students will recognize that because of scarcity they need to make choices.</li> </ul>   |
|             |                 |                            |   |  |
| GRADE 2     | HISTORY         |                            |   |  |
| GRADE 2     | I. U.S. HISTORY | A. Famous Americans        | The student will recognize people who contributed to U.S. history.  | <ul style="list-style-type: none"> <li>▪ Students will know individuals and groups associated with exploration and expansion within the United States, including, but not limited to, Daniel Boone, Davy Crockett, Lewis and Clark, and Sacajawea.</li> <li>▪ Students will know groups and individuals who have contributed to Minnesota history, for example, the Dakota, early settlers, Father Louis Hennepin, the Ojibway, and Josiah Snelling.</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>                 | <b>Sub-Strand</b>                          | <b>Standard</b>  | <b>Benchmarks</b>  |
|--------------------|-------------------------------|--|--|--|
| GRADE 2            | I. U.S. HISTORY               | B. Famous American Events                  | The student will understand important events in U.S. history.  | <ul style="list-style-type: none"> <li>▪ Students will explain how explorations and expansion have shaped U.S. history.</li> <li>▪ Students will explain how explorations and expansion brought about cooperation, compromise, and conflict among diverse groups.</li> <li>▪ Students will know key events that shaped Minnesota and local history.</li> </ul>   |
| GRADE 2            | II. WORLD HISTORY             | A. Famous People in World History          | The student will recognize the individual or groups that have shaped the world.                          | <ul style="list-style-type: none"> <li>▪ Students will become familiar with people who have made cultural contributions to world history.</li> <li>▪ Students will give examples of contributions of past civilizations such as, Persia, India, China, and Japan.</li> </ul>   |
| GRADE 2            | II. WORLD HISTORY             | B. Famous Events in World History          | The student will understand important events that have shaped and continue to shape our world's history. | <ul style="list-style-type: none"> <li>▪ Students will be able to link an event happening today with its roots in the past.</li> <li>▪ Students will be able to explain how past events shaped the world today.</li> <li>▪ Students will recognize ways that current events continue to shape history.</li> </ul>  |
| GRADE 2            | III. CONCEPTS OF TIME         | (none listed)                              | The student will be able to place events in chronological order.   | <ul style="list-style-type: none"> <li>▪ Students will create a timeline.</li> <li>▪ Students will describe how things change over time such as forms of transportation and communication.</li> </ul>  |
| GRADE 2            | SOCIAL STUDIES                |  |  |  |
| GRADE 2            | I. GOVERNMENT AND CITIZENSHIP | A. Character Traits of Good Citizens       | The student will understand the character traits of being a good citizen                                 | <ul style="list-style-type: none"> <li>▪ Students will recognize the importance of individual action and character and explain how heroes, including George Washington, Abraham Lincoln, and Martin Luther King, Jr. have made a difference in others' lives.</li> <li>▪ Students will identify basic human rights.</li> </ul>   |
| GRADE 2            | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will understand the rights, responsibilities, and privileges of being a citizen.             | <ul style="list-style-type: none"> <li>▪ Students will understand that the Declaration of Independence is the founding document that sets forth the guiding principles for our nation.</li> <li>▪ Students will understand that the Constitution establishes how our nation is governed according to principles of the Declaration of Independence.</li> <li>▪ Students will be able to name the three branches of government as described in the Constitution.</li> <li>▪ Students will recognize that the Declaration of Independence declares that individuals have rights including life, liberty and the pursuit of happiness.</li> </ul> |
| GRADE 2            | I. GOVERNMENT AND CITIZENSHIP | C. Patriotic Symbols, Songs, and Events    | The student will recognize symbols of our nation and state.  | <ul style="list-style-type: none"> <li>▪ Students will recognize the national symbols of Mount Rushmore, the Liberty Bell and Washington Monument.</li> <li>▪ Students will be able to explain the significance of national symbols, such as the Statue of Liberty.</li> <li>▪ Students will become familiar with patriotic events and holidays in America, such as Memorial Day, Flag Day, Veterans' Day, and Presidents' Day.</li> </ul>   |

| Grade Level | Strand        | Sub-Strand              | Standard  | Benchmarks   |
|-------------|---------------|-------------------------|---|--|
| GRADE 2     | II. GEOGRAPHY | A. Concepts of Location | Student will use directional and positional words to describe locations of people, places and things.   | <ul style="list-style-type: none"> <li>▪ Students will use the cardinal directions of east, west, north and south to describe locations relative to one another.</li> <li>▪ Students will be able to give examples of absolute locations (such as: home address).</li> <li>▪ Students will use the equator and poles as reference points to describe locations.</li> <li>▪ Students will compare distances between two or more places shown on a map by simple terms such as farther or closer.</li> </ul>   |
| GRADE 2     | II. GEOGRAPHY | B. Maps and Globes      | The student will use and create maps and globes to locate people, places and things.  | <ul style="list-style-type: none"> <li>▪ Students will be able to explain that the equator is an imaginary line that divides the earth into northern/southern hemispheres, and that the Prime Meridian divides the earth into eastern/western hemispheres.</li> <li>▪ Students will create and interpret simple maps using the map elements of title, cardinal directions, and symbols in a map key or legend.</li> <li>▪ Students will create and explain a simple map of a familiar area or route (such as home to school, a room at home).</li> <li>▪ Students will develop an understanding that boundaries of states and countries on political maps were created by people, and that these boundaries have changed over time.</li> <li>▪ Students will recognize the outline shape of the contiguous U.S. and point out borders touch other countries or water.</li> </ul> |
| GRADE 2     | II. GEOGRAPHY | C. Physical Features    | The student will understand physical and human-made features of locations and places on the earth's surface.  | <ul style="list-style-type: none"> <li>▪ Students will name and locate physical features of the U.S. (such as: Mississippi River, Rocky Mountains, Lake Superior).</li> <li>▪ Students will name and locate some major cities within the U.S. and Minnesota, including Washington DC, St. Paul and their hometown.</li> <li>▪ Students will be able to explain, in simple terms, how locations and altitude affect climates (such as: closer to the poles is colder).</li> <li>▪ Students will examine and be able to describe places they read and study about in terms of both physical and human features.</li> </ul>   |
| GRADE 2     | II. GEOGRAPHY | D. Interconnections     | The student will understand that people are connected to each other and the environment and these interconnections influence how and where people live. | <ul style="list-style-type: none"> <li>▪ Students will give examples of how and why people have moved or migrated to different places around the world.</li> <li>▪ Students will be able to describe how physical environments influence human activities.</li> <li>▪ Students will give examples of how human activities impact the environment.</li> <li>▪ Students will give examples of cultural exchanges that happen due to migration, transportation and communication and technology.</li> <li>▪ Students will begin to develop an idea of how places and locations around the world are the same and different in terms of climate, land forms, human activity, environment and current issues.</li> <li>▪ Students will begin to develop an idea of how a region or place such as their community has changed over time.</li> </ul>                                    |

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|--------------------|-------------------|---|--|---|
| GRADE 2            | III. ECONOMICS    | A. Producers and Consumers                              | The student will understand the relationship between consumers and producers in regards to goods and services. | <ul style="list-style-type: none"> <li>▪ Students will recognize that productive resources are all natural resources, human resources, and human-made resources (capital) used in the production of goods and services.</li> <li>▪ Students will be able to give examples of how individuals can be both a consumer and a producer.</li> <li>▪ Students will give examples of consumers and producers within their community and state.</li> <li>▪ Students will give examples of goods and services within their community and state.</li> </ul>   |
| GRADE 2            | III. ECONOMICS    | B. Economic Choices                                     | The student will understand economic choices are based on needs and wants.                                     | <ul style="list-style-type: none"> <li>▪ Students will be able to define opportunity cost.</li> <li>▪ Students will give examples of opportunity costs in every day life.</li> <li>▪ Students will understand that as producers they can earn money that can be spent or saved as they choose.</li> </ul>   |
| GRADE 3            | HISTORY           |   |  |   |
| GRADE 3            | I. U.S. HISTORY   | A. Era 1: Pre-Colonial America, prehistory through 1607 | The student will demonstrate knowledge of early cultures in North America.                                     | <ul style="list-style-type: none"> <li>▪ Students will locate where the American Indians settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains, including especially the Minnesota region (Dakota and Ojibwe), Southwest (Pueblo), and Eastern woodland (Iroquois).</li> <li>▪ Students will know and understand how various American Indian tribes used their environment to obtain food, clothing and shelter.</li> </ul>  |
| GRADE 3            | I. U.S. HISTORY   | A. Era 1: Pre-Colonial America, prehistory through 1607 | The student will demonstrate knowledge of European exploration of the North American continent.                | <ul style="list-style-type: none"> <li>▪ Students will know and understand the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.</li> <li>▪ Students will know and understand cultural interactions among Europeans and American Indians that led to cooperation, compromise and conflict.</li> </ul>   |
| GRADE 3            | I. U.S. HISTORY   | B. Era 2: Colonization and Conflict, 1607-1763          | The student will demonstrate knowledge of the colonies and the factors that shaped colonial America.           | <ul style="list-style-type: none"> <li>▪ Students will know and understand political, religious, social economic events and conditions that led to the colonization of America.</li> <li>▪ Students will compare and contrast life in the New England, Mid Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.</li> <li>▪ Students will know and understand colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves.</li> <li>▪ Students will identify the growing political, economic and social tensions between the colonies and England.</li> </ul> |
| GRADE 3            | II. WORLD HISTORY | A. Era 1: Early Civilizations, prehistory to 1000 B.C.  | The student will demonstrate knowledge of ancient civilizations.   | <ul style="list-style-type: none"> <li>▪ Students will compare and contrast characteristics of ancient cultures such as Persia, Egypt, China, India with Greece.</li> <li>▪ Students will describe importance of large-scale irrigation, and its effect on the development of cities.</li> <li>▪ Students will describe archeological evidence of early cities.</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>                 | <b>Sub-Strand</b>  | <b>Standard</b>   | <b>Benchmarks</b>  |
|--------------------|-------------------------------|--|---|--|
| GRADE 3            | II. WORLD HISTORY             | B. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will demonstrate knowledge of ancient Rome in terms of its impact on Western civilization.                                    | <ul style="list-style-type: none"> <li>▪ Students will identify and explain the following: Roman Republic, Roman Empire, Julius Caesar, the Forum, the Coliseum, and Pompeii.</li> <li>▪ Students will describe daily life in the Roman Empire.</li> <li>▪ Students will correctly place several people and events of Roman history on a time line.</li> </ul>   |
| GRADE 3            | II. WORLD HISTORY             | B. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will demonstrate knowledge of the rise of major world religions.  | <ul style="list-style-type: none"> <li>▪ Students will locate on map site of origin for Buddhism, Christianity, Confucianism, Judaism, and Hinduism.</li> <li>▪ Students will identify key figures associated with major world religions.</li> </ul>   |
| GRADE 3            | III. ESSENTIAL SKILLS         | (none listed)  | The student will acquire skills of chronological thinking.  | <ul style="list-style-type: none"> <li>▪ Students will develop a chronological sequence of persons, events and concepts in each historical era studied this grade.</li> </ul>  |
| GRADE 3            | SOCIAL STUDIES                |  |   |  |
| GRADE 3            | I. GOVERNMENT AND CITIZENSHIP | A. Character Traits of Good Citizens                     | The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life. | <ul style="list-style-type: none"> <li>▪ Students will identify and recognize the importance of trustworthiness and honesty.</li> <li>▪ Students will identify and recognize the importance of courtesy and respect for the rights of others.</li> <li>▪ Students will identify and recognize the importance of responsibility, accountability, and pursuing self-reliance.</li> <li>▪ Students will identify and recognize the importance of respect for the law.</li> </ul>  |
| GRADE 3            | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities               | The student will know the basic concepts of American democracy.   | <ul style="list-style-type: none"> <li>▪ Students will recognize that “inalienable rights” are derived from fundamental worth and dignity of the individual.</li> <li>▪ Students will recognize the equality of all citizens under the law.</li> <li>▪ Students will recognize the majority rule and minority rights.</li> <li>▪ Students will recognize the necessity of compromise.</li> <li>▪ Students will understand the freedom of the individual, in the context of individual rights and responsibilities, to respect the rights of others.</li> </ul> |
| GRADE 3            | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities               | The student will demonstrate knowledge of the different levels of government: local, county, state, and national.                         | <ul style="list-style-type: none"> <li>▪ Students will identify the functions of legislative, executive, and judicial branches.</li> <li>▪ Students will identify the structure and powers of the student’s local governments: county, city and town.</li> </ul>   |
| GRADE 3            | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities               | The student will understand elements of thoughtful and effective participation in civic life.   | <ul style="list-style-type: none"> <li>▪ Students will understand the importance of:               <ol style="list-style-type: none"> <li>a. Obeying the law and paying taxes;</li> <li>b. Serving as a juror;</li> <li>c. Performing public service;</li> <li>d. Keeping informed about current issues;</li> <li>e. Respecting differing opinions in a diverse society.</li> </ol> </li> </ul>  |

| Grade Level | Strand                        | Sub-Strand                              | Standard   | Benchmarks  |
|-------------|-------------------------------|---|--|---|
| GRADE 3     | I. GOVERNMENT AND CITIZENSHIP | C. Patriotic Symbols, Songs, and Events | 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. | <ul style="list-style-type: none"> <li>▪ Students will describe the meaning and significance of American symbols, landmarks and traditions, including the flags of the United States and Minnesota, the bald eagle, and the Statue of Liberty.</li> <li>▪ Students will memorize the Pledge of Allegiance, and songs that express American ideals, including the National Anthem and <i>America the Beautiful</i>.</li> <li>▪ Students will know the origin of the Pledge of Allegiance, its history and why Americans recite it.</li> <li>▪ Students will know the United States Flag ethic.</li> <li>▪ Students will know the significance of the national holidays and the heroism and achievements of the people associated with them, including: Thanksgiving, Presidents' Day, The Fourth of July, Labor Day, Veterans' Day, and Martin Luther King, Jr. Day.</li> </ul>  |
| GRADE 3     | II. GEOGRAPHY                 | A. Essential Skills                     | Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.   | <ul style="list-style-type: none"> <li>▪ Students will develop and understanding that boundaries of states and countries on political maps were created by people, and that these boundaries have changed over time.</li> </ul>   |
| GRADE 3     | II. GEOGRAPHY                 | A. Essential Skills                     | The student will demonstrate working knowledge of the cardinal directions.   | <ul style="list-style-type: none"> <li>▪ Students will identify cardinal and intermediate directions.</li> </ul>  |
| GRADE 3     | II. GEOGRAPHY                 | B. Maps and Globes                      | The student will use maps and globes to demonstrate specific geographical knowledge.   | <ul style="list-style-type: none"> <li>▪ Students will find directions on a map: east, west, north, and south.</li> <li>▪ Students will locate places on a map: continent, country, state, and city.</li> <li>▪ Students will locate Canada, the U.S., Mexico, the Great Lakes, Minnesota, Midwest states bordering Minnesota.</li> <li>▪ Students will understand and explain the terms: latitude, longitude, the Prime Meridian and the Equator, hemispheres, north/south and west/east and the poles, north/south.</li> <li>▪ Students will locate and name the seven continents: Africa, Asia, Europe, North America, South America, Antarctica, Australia.</li> <li>▪ Students will match symbol from a key or legend to item on a map.</li> <li>▪ Students will identify major oceans: Atlantic, Arctic, Pacific, Indian.</li> <li>▪ Students will locate the Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole.</li> <li>▪ Students will use an atlas to find geographic information.</li> </ul> |
| GRADE 3     | II. GEOGRAPHY                 | B. Maps and Globes                      | The student will locate and identify U.S. regions by their geographic features.  | <ul style="list-style-type: none"> <li>▪ Students will locate and identify U.S. regions by their geographic features (regions should include: Northeast, Southeast, Midwest, West Coast, Southwest, and Arctic).</li> <li>▪ Students will be able to use a compass rose to identify directions.</li> </ul>  |
| GRADE 3     | II. GEOGRAPHY                 | B. Maps and Globes                      | The student will identify the 13 Colonies and classify them by region.   | <ul style="list-style-type: none"> <li>▪ Students will locate the 13 colonies on a map and identify the New England, Middle Atlantic, and Southern regions.</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>  | <b>Sub-Strand</b>          | <b>Standard</b>  | <b>Benchmarks</b>  |
|--------------------|----------------|----------------------------|--|--|
| GRADE 3            | II. GEOGRAPHY  | C. Physical Features       | The student will identify specific landforms and waterways on a map using geographical terms.  | <ul style="list-style-type: none"> <li>▪ Students will use geographical terms such as boundary, channel, delta, isthmus, plateau, reservoir, and strait to identify landforms and waterways in maps and atlases.</li> <li>▪ Students will be able to explain and use terms such as: source, mouth, tributary, and drainage basin.</li> <li>▪ Students will locate major rivers systems on continents studied.</li> </ul>   |
| GRADE 3            | II. GEOGRAPHY  | C. Physical Features       | The student will identify the physical and cultural features of ancient civilizations.         | <ul style="list-style-type: none"> <li>▪ Students will identify major physical features such as seas, rivers, and mountains.</li> <li>▪ Students will identify major cities such as Rome, Thebes and Athens.</li> <li>▪ Students will identify cultural features such as pyramids and the Great Wall.</li> </ul>   |
| GRADE 3            | II. GEOGRAPHY  | D. Interconnections        | The student will understand the relationships between geography and culture.                   | <ul style="list-style-type: none"> <li>▪ Students will identify regional climatic patterns and their influence on people and places (for example, how the differences in weather patterns and ecological environments shaped the difference in the North American colonies).</li> <li>▪ Students will describe how humans influence the environment including the use of technology and are influenced by it (such as, irrigated cultures in Mesopotamia and Roman roads, viaducts and bridge construction).</li> <li>▪ Students will describe how technology affects one's ability to modify the environment (for example, inventions that contributed to the success of the Greek culture).</li> <li>▪ Students will be able to identify the climate of Minnesota and how its influence on human activities as well as how humans and technology have influenced the environment.</li> </ul> |
| GRADE 3            | III. ECONOMICS | A. Producers and Consumers | The student will understand the different resources used to produce goods and services.        | <ul style="list-style-type: none"> <li>▪ Students will be able to give examples of natural resources.</li> <li>▪ Students will be able to give examples of human resources.</li> <li>▪ Students will be able to give examples of capital resources.</li> </ul>   |
| GRADE 3            | III. ECONOMICS | A. Producers and Consumers | Student will understand the concept of interdependence in relation to producers and consumers. | <ul style="list-style-type: none"> <li>▪ Students will recognize that producers supply goods and services.</li> <li>▪ Students will recognize that consumers demand goods and services.</li> <li>▪ Students will recognize the interdependent relationship between producers and consumers.</li> </ul>   |
| GRADE 3            | III. ECONOMICS | B. Economic Choices        | The student will understand basic principles of economic decision-making.                      | <ul style="list-style-type: none"> <li>▪ Students will develop money management skills of saving, spending, and borrowing.</li> <li>▪ Students will apply a decision making process to make informed choices.</li> </ul>   |
|                    |                |                            |  |  |
| GRADE 4            | HISTORY        |                            |  |  |

| <b>Grade Level</b> | <b>Strand</b>         | <b>Sub-Strand</b>  | <b>Standard</b>  | <b>Benchmarks</b>  |
|--------------------|-----------------------|--|--|--|
| GRADE 4            | I. U.S. HISTORY       | C. Era 3: Political Unrest and the American Revolution 1763-mid-1791 | The student will demonstrate understanding of the causes and course of the American Revolution.                                | <ul style="list-style-type: none"> <li>▪ Students will know and understand issues and events that led to the American Revolution, including, but not limited to, the Proclamation of 1763, the Stamp Act, the Boston Tea Party, and the Intolerable Acts.</li> <li>▪ Students will know and understand how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.</li> <li>▪ Students will know and understand the roles of key individuals in the American Revolution, including, but not limited to: Samuel Adams, Benjamin Franklin, Patrick Henry, Thomas Jefferson, Thomas Paine and George Washington.</li> <li>▪ Students will know and understand key factors and events contributing to the colonials' defeat of the British, including an account of the Battle of Trenton.</li> </ul> |
| GRADE 4            | I. U.S. HISTORY       | C. Era 3: Political Growth in the Early Republic                     | The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation. | <ul style="list-style-type: none"> <li>▪ Students will know and understand the strengths and weaknesses of the government established by the Articles of Confederation, and debates leading to the ratification of the Constitution.</li> <li>▪ Students will know and understand basic principles of the new government established by the Declaration of Independence, the Constitution of the U.S. and the Bill of Rights.</li> <li>▪ Students will know and understand the conflicts that resulted in the emergence of two political parties represented by Alexander Hamilton and Thomas Jefferson.</li> <li>▪ Students will know and understand accomplishments of the first five presidents of the U.S.</li> </ul>  |
| GRADE 4            | II. WORLD HISTORY     | C. Era 3: Postclassical Civilizations, 500-1000 A.D.                 | Student will demonstrate knowledge of medieval Europe.   | <ul style="list-style-type: none"> <li>▪ Students will show map locations of Viking origins, conquests, and exploration to Greenland and Canada.</li> <li>▪ Students will describe consequences of Barbarian invasions on Europe, including: feudalism, castles, monasteries, and walled towns.</li> </ul>   |
| GRADE 4            | II. WORLD HISTORY     | C. Era 3: Postclassical Civilizations, 500-1000 A.D.                 | Student will demonstrate knowledge of the Byzantine Empire from about 300 A.D.   | <ul style="list-style-type: none"> <li>▪ Students will identify Constantinople, now Istanbul, on map.</li> <li>▪ Students will describe the importance of Eastern Roman Empire (Byzantine Empire) in transmission of classical culture to Western Europe following the Dark Ages.</li> </ul>   |
| GRADE 4            | II. WORLD HISTORY     | C. Era 3: Postclassical Civilizations, 500-1000 A.D.                 | Student will demonstrate knowledge of the rise of Islam.   | <ul style="list-style-type: none"> <li>▪ Students will locate sites of the origin and expansion of Islam.</li> <li>▪ Students will identify key figures associated with the rise of Islam.</li> </ul>  |
| GRADE 4            | II. WORLD HISTORY     | C. Era 3: Postclassical Civilizations, 500-1000 A.D.                 | Student will demonstrate knowledge of Early African Kingdoms.  | <ul style="list-style-type: none"> <li>▪ Students will describe the importance of camel caravans and the city of Timbuktu as a center of trade and learning.</li> <li>▪ Students will locate and identify major cultures, such as Axum, Kush, Mali, and Songhai.</li> </ul>  |
| GRADE 4            | III. ESSENTIAL SKILLS | (none listed)  | The student will acquire skills of chronological thinking.   | <ul style="list-style-type: none"> <li>▪ Students will develop a chronological sequence of persons, events and concepts in each historical era studied this grade.</li> </ul>  |
| GRADE 4            | SOCIAL STUDIES        |  |  |  |

| Grade Level | Strand                        | Sub-Strand                                 | Standard  | Benchmarks  |
|-------------|-------------------------------|--|---|---|
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | A. Character Traits of Good Citizens       | The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life.                               | <ul style="list-style-type: none"> <li>▪ Students will identify and recognize the importance of trustworthiness and honesty.</li> <li>▪ Students will identify and recognize the importance of courtesy and respect for the rights of others.</li> <li>▪ Students will identify and recognize the importance of responsibility, accountability, and pursuing self-reliance.</li> <li>▪ Students will identify and recognize the importance of respect for the law.</li> </ul>   |
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will understand the structure and function of different levels of government.   | <ul style="list-style-type: none"> <li>▪ Students will explain the relationship between the three branches in a system of checks and balances.</li> <li>▪ Students will explain the relationship among federal, state and local governments.</li> </ul>   |
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will demonstrate knowledge of the political process at the local, state, and national level.  | <ul style="list-style-type: none"> <li>▪ Students will describe the organization, role, and constituencies of political parties.</li> <li>▪ Students will describe the nomination and election process.</li> </ul>  |
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government.   | <ul style="list-style-type: none"> <li>▪ Students will explain the lawmaking process.</li> <li>▪ Students will describe the executive, legislative and judicial branches.</li> </ul>  |
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will demonstrate knowledge of important United States documents.  | <ul style="list-style-type: none"> <li>▪ Students will explain the significance and meaning of the Declaration of Independence and the United States Constitution, including the Bill of Rights and other amendments.</li> </ul>  |
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will understand elements of thoughtful and effective participation in civic life.   | <ul style="list-style-type: none"> <li>▪ Students will understand the importance of:               <ol style="list-style-type: none"> <li>a. Performing public service;</li> <li>b. Keeping informed about current issues;</li> <li>c. Respecting differing opinions in a diverse society.</li> </ol> </li> </ul>   |
| GRADE 4     | I. GOVERNMENT AND CITIZENSHIP | C. Patriotic Symbols, Songs, and Events    | 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. | <ul style="list-style-type: none"> <li>▪ Students will identify the great seal of the United States, the White House, the Capitol building, and symbols in American money design.</li> <li>▪ Students will memorize the Preamble to the Constitution and at least the following words from the Declaration of Independence: “We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.”</li> <li>▪ Students will identify and be able to discuss the concepts in songs that express American ideals, including <i>You’re a Grand Old Flag</i> and <i>My Country ‘Tis of Thee</i>.</li> </ul> |
| GRADE 4     | II. GEOGRAPHY                 | A. Essential Skills                        | Mapmaking. The student will create simple maps using standard cartographic procedures.  | <ul style="list-style-type: none"> <li>▪ Students will create sketch maps with basic map elements of title, orientation, date, author and legend.</li> </ul>  |

| Grade Level | Strand         | Sub-Strand                 | Standard   | Benchmarks   |
|-------------|----------------|----------------------------|--|--|
| GRADE 4     | II. GEOGRAPHY  | B. Maps and Globes         | The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.  | <ul style="list-style-type: none"> <li>▪ Students will specify directions and locate places using a compass rose.</li> <li>▪ Students will locate places on a map using grid coordinates.</li> <li>▪ Students will read maps and globes using longitude, latitude, prime meridian and equator.</li> <li>▪ Students will measure distance using the map's scale.</li> <li>▪ Students will use map legends to identify elevation.</li> <li>▪ Students will be able to read and use various types of maps and symbols: population, political, topographical, land use, vegetation, and climate.</li> <li>▪ Students will identify and locate countries: Spain, France, Portugal and the British Isles, England, Ireland, Wales, Scotland, Norway, Sweden, Finland, Denmark, Ethiopia, Somalia, Mali and Egypt.</li> <li>▪ Students will compare political, physical and thematic maps.</li> </ul> |
| GRADE 4     | II. GEOGRAPHY  | C. Physical Features       | The student will be able to understand the physical and culture features of continents studied.  | <ul style="list-style-type: none"> <li>▪ Students will locate and identify major mountain systems of the world using geographical terms.</li> <li>▪ Students will be able to explain and use terms such as: mountain, valley, range, plateau, mesa, etc.</li> <li>▪ Students will locate major mountain systems on continents studied (Andes in South America, Rockies and Appalachians in North America, Himalayas and Urals in Asia, Atlas Mountains in Africa, Alps and Pyrenees in Europe).</li> <li>▪ The student will be able to identify all 50 states.</li> </ul>  |
| GRADE 4     | II. GEOGRAPHY  | D. Interconnections        | The student will understand the relationships between geography and culture. The student will understand that people are connected to each other and the environment and these interconnections influence how and where people live. | <ul style="list-style-type: none"> <li>▪ Students will analyze the locations of places to suggest why particular locations are used for certain human activities including Minnesota (e.g., recreational, residential, agricultural, industrial, community services).</li> <li>▪ Students will identify ways in which human activities are influenced by the physical environment including Minnesota (e.g., housing, clothing, jobs, recreation, effects of weather and climate).</li> <li>▪ Students will understand some of the factors that drew people to the local community.</li> <li>▪ Students will describe how geography affects where and how people live.</li> <li>▪ Students will research the origins of groups represented in their local community.</li> <li>▪ Students will identify reasons that brought settlers to Minnesota.</li> </ul>                                  |
| GRADE 4     | III. ECONOMICS | A. Producers and Consumers | The student will understand the concepts of markets and prices.  | <ul style="list-style-type: none"> <li>▪ Students will recognize that a market exists when consumers and producers exchange goods and services.</li> <li>▪ Students will understand that a price is what people pay when they buy a good or service, and what they receive when they sell a good or service.</li> <li>▪ Students will demonstrate understanding of the interrelationship of supply, demand, markets, and prices.</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>   | <b>Sub-Strand</b>                                   | <b>Standard</b>  | <b>Benchmarks</b>   |
|--------------------|-----------------|---|--|---|
| GRADE 4            | III. ECONOMICS  | B. Economic Choices                                 | The student will understand that people respond predictably to positive and negative incentives.             | <ul style="list-style-type: none"> <li>▪ Students will recognize that rewards are positive incentives that make people better off.</li> <li>▪ Students will recognize that penalties are negative incentives that make people worse off.</li> <li>▪ Students will understand that both positive and negative incentives affect people's choices and behavior.</li> </ul>  |
| GRADE 5            | HISTORY         |   |  |   |
| GRADE 5            | I. U.S. HISTORY | C. Era 3: Growth and Westward Expansion, 1801-1861  | The student will demonstrate knowledge of western expansion, conflict, and reform in America from 1801-1861. | <ul style="list-style-type: none"> <li>▪ Students will know and understand territorial expansion and how it affected the political map of the U.S., with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.</li> <li>▪ Students will know and understand the geographic, economic, and social factors that influenced the westward movement of settlers.</li> <li>▪ Students will know and understand the impact of inventions on life in America including, but not limited to, the cotton gin, the reaper, the steamboat, the telegraph and the steam locomotive.</li> </ul>   |
| GRADE 5            | I. U.S. HISTORY | D. Era 4: Civil War and Reconstruction, 1850s-1870s | The student will demonstrate knowledge of the causes, major events, people, and effects of the Civil War.    | <ul style="list-style-type: none"> <li>▪ Students will know and understand the main ideas of the abolitionist movement, and contributions of key figures, including but not limited to, Frederick Douglas, William Lloyd Garrison, Dred Scott, Harriet Beecher Stowe, and Harriet Tubman.</li> <li>▪ Students will know and understand cultural, social, economic, and constitutional issues that divided the nation.</li> <li>▪ Students will know and understand how the issues of states' rights and slavery increased sectional tensions.</li> <li>▪ Students will identify on a map the states that seceded from the Union, and those that remained in the Union.</li> <li>▪ Students will know and understand the roles of Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln in events leading to and during the War.</li> <li>▪ Students will use maps to identify and explain critical developments in the war, including major battles.</li> <li>▪ Students will describe the effects of the war, from the perspectives of Union and Confederate soldiers and civilians (including free blacks, women, and slaves).</li> </ul> |
| GRADE 5            | I. U.S. HISTORY | D. Era 4: Civil War and Reconstruction, 1850s-1870s | The student will demonstrate knowledge of the effects of Reconstruction on American life.                    | <ul style="list-style-type: none"> <li>▪ Students will know and understand provisions of the 13th, 14th, and 15th amendments to the Constitution and their impact on the expansion of freedom in America.</li> <li>▪ Students will describe the impact of Reconstruction policies on the South, and on newly freed blacks in particular.</li> </ul>   |

| <b>Grade Level</b> | <b>Strand</b>                 | <b>Sub-Strand</b>                               | <b>Standard</b>   | <b>Benchmarks</b>   |
|--------------------|-------------------------------|---|---|---|
| GRADE 5            | II. WORLD HISTORY             | D. Era 4: Regional Interactions, 1000-1500 A.D. | The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns. | <ul style="list-style-type: none"> <li>▪ Students will describe the Silk Road, and identify Marco Polo, Genghis Khan and the Mongol conquest.</li> </ul>  |
| GRADE 5            | II. WORLD HISTORY             | D. Era 4: Regional Interactions, 1000-1500 A.D. | The student will demonstrate knowledge of civilizations and empires of the Western Hemisphere.  | <ul style="list-style-type: none"> <li>▪ Students will identify major contributions of the Mayan, Aztec and Incan civilizations.</li> </ul>   |
| GRADE 5            | II. WORLD HISTORY             | D. Era 4: Regional Interactions, 1000-1500 A.D. | The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in late medieval Europe.                  | <ul style="list-style-type: none"> <li>▪ Students will describe Muslim control of earlier European trade routes, hence waves of exploration by Europeans to seek new trade routes and lands.</li> <li>▪ Students will describe rivalry of England, France, Spain, Portugal, and the Netherlands in Africa, East Indies and the Western Hemisphere.</li> <li>▪ Students will describe decline of European feudal system and the rebirth of cities.</li> <li>▪ Students will describe the importance of Islamic occupation of Spain and Eastern Europe, including Russia.</li> </ul>  |
| GRADE 5            | II. WORLD HISTORY             | D. Era 4: Regional Interactions, 1000-1500 A.D. | d. The student will demonstrate knowledge of the Renaissance in Europe in terms of its impact on Western civilization.                                | <ul style="list-style-type: none"> <li>▪ Students will describe a "rebirth" of ideas from ancient Greece and Rome through transmission from Arabic and Byzantine civilizations.</li> <li>▪ Students will locate and describe Italian city-states such as Florence, Venice, and Rome.</li> <li>▪ Students will identify people associated with the arts and learning such as Michelangelo, Leonardo da Vinci, and the Medici family.</li> <li>▪ Students will identify significance of the Gutenberg printing press, Bible translations into common languages, the Protestant Reformation, Copernicus and Galileo.</li> <li>▪ Students will describe Russian isolation from Western civilization.</li> </ul> |
| GRADE 5            | III. ESSENTIAL SKILLS         | (none listed)                                   | The student will acquire skills of chronological thinking.  | <ul style="list-style-type: none"> <li>▪ Students will develop a chronological sequence of persons, events and concepts in each historical era studied this grade.</li> </ul>   |
| GRADE 5            | SOCIAL STUDIES                |   |   |   |
| GRADE 5            | I. GOVERNMENT AND CITIZENSHIP | A. Character Traits of Good Citizens            | The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life.             | <ul style="list-style-type: none"> <li>▪ Students will identify and recognize the importance of trustworthiness and honesty.</li> <li>▪ Students will identify and recognize the importance of courtesy and respect for the rights of others.</li> <li>▪ Students will identify and recognize the importance of responsibility, accountability, and pursuing self-reliance.</li> <li>▪ Students will identify and recognize the importance of respect for the law.</li> </ul>   |

| Grade Level | Strand                        | Sub-Strand                                 | Standard   | Benchmarks   |
|-------------|-------------------------------|--|--|--|
| GRADE 5     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will demonstrate mastery of the social studies skills citizenship requires.  | <ul style="list-style-type: none"> <li>▪ Students will be able to define bias and identify it in political cartoons, political advertisements, pictures, and other graphic media.</li> <li>▪ Students will be able to find and identify primary and secondary source documents.</li> <li>▪ Students will be able to distinguish between relevant and irrelevant information.</li> <li>▪ Students will be able to evaluate information for accuracy, separating fact from opinion.</li> <li>▪ Students will be able to select and defend positions in writing, discussion, and debate.</li> </ul>   |
| GRADE 5     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will understand elements of thoughtful and effective participation in civic life.  | <ul style="list-style-type: none"> <li>▪ Students will understand the importance of:               <ol style="list-style-type: none"> <li>a. Performing public service;</li> <li>b. Keeping informed about current issues;</li> <li>c. Respecting differing opinions in a diverse society.</li> </ol> </li> </ul>  |
| GRADE 5     | I. GOVERNMENT AND CITIZENSHIP | B. Rights, Privileges and Responsibilities | The student will compare other governments with the government in the United States.   | <ul style="list-style-type: none"> <li>▪ Students will describe the distribution of governmental power.</li> <li>▪ Students will explain the relationship between the legislative and executive branches.</li> <li>▪ Students will compare the extent of participation in the political process.</li> </ul>  |
| GRADE 5     | I. GOVERNMENT AND CITIZENSHIP | C. Patriotic Symbols, Songs, and Events    | The student will identify and describe the symbols, icon, songs, and traditions of the United States that illustrate American ideals and provide a sense of community. | <ul style="list-style-type: none"> <li>▪ Students will identify and be able to discuss the concepts expressed in songs such as <i>The Battle Hymn of the Republic</i> and <i>God Bless America</i>.</li> <li>▪ Students will identify significant themes and concepts in, and be able to explain, the Gettysburg Address.</li> </ul>   |
| GRADE 5     | II. GEOGRAPHY                 | A. Essential Skills                        | The student will use five fundamental themes (location, place, human environment interaction, movement and region) to analyze the earth surface.                       | <ul style="list-style-type: none"> <li>▪ Students will use the concept of region to compare and contrast locations around the world and within Minnesota.</li> <li>▪ Students will be able to create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.</li> </ul>  |
| GRADE 5     | II. GEOGRAPHY                 | B. Maps and Globes                         | The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.  | <ul style="list-style-type: none"> <li>▪ Students will use various categories of maps: population, historical, elevation, land use, vegetation, climate, topographical Choropleth, density, flow.</li> <li>▪ Students will locate places on a map using grid coordinates and degrees.</li> <li>▪ Students will locate Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperatures.</li> <li>▪ Students will identify climate zones: Arctic, Tropical, Temperate.</li> <li>▪ Students will identify and explain time zones: Prime Meridian, 0° as Zulu time, and the International date line.</li> <li>▪ Students will understand the relationship between globes and different map projections such as conformal and equal area.</li> <li>▪ Students will understand the Gulf Stream and how it affects climate.</li> </ul> |

| Grade Level | Strand         | Sub-Strand                 | Standard  | Benchmarks  |
|-------------|----------------|----------------------------|---|---|
| GRADE 5     | II. GEOGRAPHY  | C. Physical Features       | The student will identify and locate geography associated with Westward Expansion and locate key geographical features associated with eras studied.  | <ul style="list-style-type: none"> <li>▪ Students will identify physical features, such as rivers, mountains, and the continental divide.</li> <li>▪ Students will identify significant cities such as: Boston, New York, San Francisco and New Orleans.</li> <li>▪ Students will identify cultural features such as Oregon Trail, Mason-Dixon Line.</li> <li>▪ Students will name and locate all 50 states and their major cities and capitals.</li> </ul>   |
| GRADE 5     | II. GEOGRAPHY  | C. Physical Features       | <p>The student should be able to understand the physical and cultural features of world regions.</p> <p>The student will recognize geography associated with the United States Civil War.</p> | <ul style="list-style-type: none"> <li>▪ Students will recognize geography associated with the United States Civil War (e.g., Mason-Dixon Line, Fort Sumter, Battle of Antietam Creek, Gettysburg, Atlanta, Richmond, Appomattox).</li> <li>▪ Students will identify significant physical features such as mountain ranges, river valleys, vegetation and climatic regions.</li> <li>▪ Students will identify major political units, significant cities, language regions, etc.</li> <li>▪ Students will identify cultural features such as land use patterns, architectural monuments, etc.</li> </ul> |
| GRADE 5     | II. GEOGRAPHY  | D. Interconnections        | The student will understand the changing relationships between patterns of settlement and land use and geographic features.   | <ul style="list-style-type: none"> <li>▪ Students will describe how geography affects where and how people live (for example, reasons for Westward Expansion, conflicts occurring due to the expansion of settlers into American Indian lands).</li> <li>▪ Students will know how changes in technology assisted agriculture development west of the Mississippi.</li> <li>▪ Students will know how attitudes toward mining conflicted with the American Indian value of sacred lands.</li> <li>▪ Students will describe how local resources are used in the region and the world.</li> </ul>           |
| GRADE 5     | III. ECONOMICS | A. Producers and Consumers | The student will understand basic components of a market economy.   | <ul style="list-style-type: none"> <li>▪ Students will recognize that in market economies individuals and firms produce goods and services, earn revenue and incur costs.</li> <li>▪ Students will be able to define entrepreneurship.</li> <li>▪ Students will recognize the factors of production.</li> <li>▪ Students will define the roles of production, distribution and consumption.</li> </ul>  |
| GRADE 5     | III. ECONOMICS | B. Economic Choices        | The student will understand different countries have different currencies.  | <ul style="list-style-type: none"> <li>▪ Students will identify different currencies around the globe.</li> </ul>   |
| GRADE 5     | III. ECONOMICS | B. Economic Choices        | The student will understand they have choices in investment opportunities.  | <ul style="list-style-type: none"> <li>▪ Students will be able to define various forms of investment in relation to human, natural, and capital resources.</li> </ul>   |
|             |                |                            |   |   |

| Grade Level | Strand               | Sub-Strand   | Standard  | Benchmarks  |
|-------------|----------------------|--|---|---|
| GRADE 6     | HISTORY              |  |   |   |
| GRADE 6     | I. MINNESOTA HISTORY | (none listed)  | The student will demonstrate knowledge of Minnesota and its first inhabitants.  | <ul style="list-style-type: none"> <li>▪ Students will locate the areas occupied by American Indian tribes, including, but not limited to, the Dakotah, Lakotah, and Ojibwe.</li> <li>▪ Students will know and understand distinctive characteristics of these tribes.</li> <li>▪ Students will know and understand the interaction among these groups with the environment and one another.</li> </ul>   |
| GRADE 6     | I. MINNESOTA HISTORY | (none listed)  | The student will identify important physical and cultural features in Minnesota.  | <ul style="list-style-type: none"> <li>▪ Students will connect the current geologic formation with the process by which it was formed.</li> <li>▪ Students will identify significant landforms, bodies of water, vegetation regions and climate zones within the state.</li> <li>▪ Students will demonstrate knowledge of and be able to distinguish the different geographic regions within our state.</li> </ul>  |
| GRADE 6     | I. MINNESOTA HISTORY | (none listed)  | The student will demonstrate knowledge of Minnesota’s first explorers, their impact on native cultures and the environment. | <ul style="list-style-type: none"> <li>▪ Students will know and understand how early explorations affected the development of Minnesota, including, but not limited to, the establishment of the fur trade posts, religious missions, and settlement patterns.</li> <li>▪ Students will map the waterways used by early explorers.</li> <li>▪ Students will know and understand the interaction between the American Indians and the explorers.</li> </ul>  |
|             |                      |  |   |   |
| GRADE 6     | III. WORLD HISTORY   | A. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will study the geography, religions, and politics of the Middle East.   | <ul style="list-style-type: none"> <li>▪ Students will identify the geography of the Middle East and know its significance as the birthplace of three major religions: Judaism, Christianity, and Islam.</li> <li>▪ Students will describe the origins and significance of Judaism, including monotheism and moral law.</li> <li>▪ Students will discuss the settlements and movements of the Hebrews and the significance of the Exodus to the Jews and other people in other eras (for example, slaves in America before the Civil War called Harriet Tubman “Moses”).</li> <li>▪ Students will identify the impact of the growth of Christianity.</li> </ul> |

| Grade Level | Strand             | Sub-Strand   | Standard  | Benchmarks  |
|-------------|--------------------|--|---|---|
| GRADE 6     | III. WORLD HISTORY | A. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will study the geography, religions, and politics of Ancient Greece.                  | <ul style="list-style-type: none"> <li>▪ Students will discuss the development of the Greek polis (city-state), the geography of the region, connections between the geography and the development of the city-states, their commerce and colonies, and the importance of the Greek alphabet in creating a unifying language in the Mediterranean region.</li> <li>▪ Students will identify the different types of regimes that appear among the city-states (oligarchy, monarchy, aristocracy, democracy, and tyranny) and discuss the role of citizens in each.</li> <li>▪ Students will be able to explain the significance of Greek mythology and religion to the people and city-states and how Greek literature continues to permeate our literature and language today.</li> <li>▪ Students will be able to state the key differences between the direct democracy present in Athens and representative democracy.</li> <li>▪ Students will compare and contrast Athens and Sparta, considering their roles in the Persian and Peloponnesian Wars.</li> <li>▪ Students will trace the rise of Alexander the Great and the spread of Hellenistic culture.</li> <li>▪ Students will identify important statesman, philosophers and other significant people that contribute to Greek culture.</li> </ul> |
| GRADE 6     | III. WORLD HISTORY | A. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will study the geography, religions, and politics of Ancient Rome.                    | <ul style="list-style-type: none"> <li>▪ Students will locate and describe the rise of the Roman Republic, including the importance of mythical and actual figures.</li> <li>▪ Students will compare and contrast the Roman Republic with the Athenian democracy focusing on tripartite government, civic duty, and written laws, and explain how it relates to American government today.</li> <li>▪ Students will be able to identify the location of and the reason for the growth of Roman territories and expansion of the empire.</li> <li>▪ Students will discuss the influence Julius and Augustus Caesar had on Rome's transition from republic to empire.</li> <li>▪ Students will describe the origins and spread of Christianity.</li> <li>▪ Students will discuss the continuing influence of Roman architecture and engineering.</li> <li>▪ Students will describe the rise of Constantinople as the capital of the Eastern Roman Empire and the fall of Rome.</li> <li>▪ Students will describe the rise of the Byzantine Empire.</li> </ul>   |
| GRADE 6     | III. WORLD HISTORY | B. Era 3: Postclassical Civilizations 500-1000 A.D.      | The student will understand the transitions in Europe and the Middle East after the fall of Rome. | <ul style="list-style-type: none"> <li>▪ Student will describe the rise and expansion of Islam.</li> <li>▪ Students will be able to describe the relationship between Islam and Christianity.</li> <li>▪ Students will be able to explain the relationship between the Latin and Greek Christian traditions.</li> </ul>   |

| Grade Level | Strand                        | Sub-Strand  | Standard  | Benchmarks   |
|-------------|-------------------------------|---|---|--|
| GRADE 6     | III. WORLD HISTORY            | C. Era 4: Regional Interactions, 1000-1500 A.D.   | The student will study the geography, religion, economics, and politics of Europe after the fall of Rome and up to the time of exploration and colonization of America. | <ul style="list-style-type: none"> <li>▪ Students will describe the physical and political geography of Europe.</li> <li>▪ Students will be able to explain the split between Eastern and Western Christianity.</li> <li>▪ Students will understand the development of the feudal system and its role in medieval European life.</li> <li>▪ Students will examine the conflict and cooperation between the Papacy and European monarchs (e.g. Charlemagne, Gregory VII, Emperor Henry IV, Henry VIII).</li> <li>▪ Students will identify and locate the European regions that remained Roman Catholic and those that became Protestant during the Reformation.</li> <li>▪ Students will be able to explain why political thinkers and statesmen in Europe and America began to speak on behalf of freedom of religious worship as a natural right government should secure.</li> <li>▪ Students will be able to map and discuss the great voyages of discovery from the Vikings to Drake, the locations of routes, and the influence of cartography.</li> <li>▪ Students will be able to explain how the cultures and resources of the New World influenced Europe.</li> </ul> |
| GRADE 6     | SOCIAL STUDIES                |   |   |  |
| GRADE 6     | I. GOVERNMENT AND CITIZENSHIP | <p>A. Foundations of the American Political System</p> <p>B. America's Founding Documents</p> <p>C. The Rights and Responsibilities of Citizenship</p> <p>(all three sub-strands relate to this standard)</p> | The student will be familiar with the broad foundation of Western civilization in order to understand the ideas and beliefs that shaped the American political system.  | <ul style="list-style-type: none"> <li>▪ Students will be familiar with the Ancient Hebrew civilization, its belief in a divinely revealed moral code and monotheism.</li> <li>▪ Students will be familiar with the cities of Ancient Greece, its development of the polis (city-state), direct democracy, and its idea that human reason can discover in nature a civic standard of right and wrong.</li> <li>▪ Students will be familiar with the civics of Ancient Rome, its development of a Republican form of government, and its statesmen such as Cincinnatus.</li> <li>▪ Students will understand the place of monarchy and feudalism in Europe after the fall of Rome, the religious wars, the clash between church and state, and the conflict between the theories of the divine right of Kings and the natural rights of man.</li> </ul>  |
| GRADE 6     | II. GEOGRAPHY                 | A. Essential Skills   | The student will use the five fundamental themes of geography to analyze human/ environmental interactions on the surface of the Earth.                                 | <ul style="list-style-type: none"> <li>▪ Students will create a map to scale.</li> <li>▪ Students will use maps and pictures to analyze interactions between people and their environment.</li> <li>▪ Students will create a flow map to show movement of people.</li> </ul>   |

| <b>Grade Level</b> | <b>Strand</b>  | <b>Sub-Strand</b>            | <b>Standard</b>  | <b>Benchmarks</b>   |
|--------------------|----------------|------------------------------|--|---|
| GRADE 6            | II. GEOGRAPHY  | B. Maps and Globes           | The student will use maps and other geographic representations, tools, and technologies to acquire, process, analyze and report on the spatial organization of people, places and environments on Earth. | <ul style="list-style-type: none"> <li>▪ Students will be able to explain why maps are distorted representations of Earth's surface.</li> <li>▪ Students will draw an accurate sketch map of physical and cultural regions of Minnesota, past/present and other cultures studied.</li> <li>▪ Students will analyze the physical and cultural landscapes of the world past and present.</li> </ul>   |
| GRADE 6            | II. GEOGRAPHY  | C. Physical Systems Features | The student will be able to identify physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.        | <ul style="list-style-type: none"> <li>▪ Students will understand the concept of region and can distinguish common characteristics of regions within Minnesota and other world regions (landforms, climate, vegetation, farming, land use).</li> <li>▪ Students will describe the major physical and cultural features of Minnesota and other world regions studied, such as Greece, Rome, and Medieval Europe.</li> </ul>  |
| GRADE 6            | II. GEOGRAPHY  | D. Interconnections          | The student will be able to describe how humans influence the environment and in turn are influenced by it.  | <ul style="list-style-type: none"> <li>▪ Students will be able to explain how physical features (waterways, vegetation, and climate) influenced the development of cultures studied.</li> <li>▪ Students will discuss the connections between geography and the development of cultures and civilization.</li> <li>▪ Students will be able to explain the diffusion of people and ideas from the early centers of innovation to other regions of the world (i.e. trade, conquest, migration, food, customs, etc.).</li> </ul>   |
| GRADE 6            | II. GEOGRAPHY  | E. Physical Processes        | The student will give examples of physical systems and explain the role of physical processes in shaping life on Earth.  | <ul style="list-style-type: none"> <li>▪ Students will describe physical system changes such as seasons, weather and climate, and identify geographic patterns associated with them.</li> <li>▪ Students will be able to explain patterns in the physical environment within the context of physical processes (examples erosion, earth-sun relationships and seasons, weather and climate, renewable and nonrenewable resources).</li> <li>▪ Students will provide examples of how physical processes have shaped Minnesota (i.e. glaciers).</li> <li>▪ Students will describe the major ecosystems of Minnesota and explain why they differ from place to place.</li> </ul> |
| GRADE 6            | III. ECONOMICS | A. The Market Economy        | The student will understand that in a market economy income is earned in different ways.   | <ul style="list-style-type: none"> <li>▪ Students will be able to define forms of income: wages and salary, rent, interest and profit.</li> <li>▪ Students will recognize how career choice, education, and skills affect future income.</li> </ul>   |
| GRADE 6            | III. ECONOMICS | A. The Market Economy        | The student will understand business organizations.  | <ul style="list-style-type: none"> <li>▪ Students will recognize types and roles of firms.</li> <li>▪ Students will be able to define an industry.</li> <li>▪ Students will be able to define revenue, costs, and profits.</li> </ul>   |

| Grade Level | Strand               | Sub-Strand          | Standard   | Benchmarks   |
|-------------|----------------------|---------------------|--|--|
| GRADE 6     | III. ECONOMICS       | B. National Economy | The student will understand the economic role of government.   | <ul style="list-style-type: none"> <li>▪ Students will be able to explain that the government pays for the goods and services it provides through taxing and borrowing.</li> <li>▪ Students will recognize that the government regulates the economy.</li> </ul>   |
| GRADE 7     | HISTORY              |                     |  |  |
| GRADE 7     | I. MINNESOTA HISTORY |                     | The student will demonstrate knowledge of Minnesota's first settlers and their impact on native cultures, the environment and Minnesota's move to statehood. | <ul style="list-style-type: none"> <li>▪ Students will know and understand how Minnesota's people came to govern themselves as a territory.</li> <li>▪ Students will know and understand physical, political, economic, and religious factors that encouraged these groups to come to Minnesota.</li> <li>▪ Students will know and understand the conflicts, compromises, and cooperation that developed among Native Americans and the settlers and the results (e.g., armed conflict or treaty).</li> <li>▪ Students will know and understand Minnesota's progression from territory to statehood.</li> <li>▪ Students will know and understand Dred Scott and the impact of his story on American history.</li> </ul> |
| GRADE 7     | I. MINNESOTA HISTORY | (none listed)       | The student will understand Minnesota history from statehood through the end of the Civil War.   | <ul style="list-style-type: none"> <li>▪ Students will know and understand Minnesota's role in the Civil War.</li> <li>▪ Students will name major battles in which Minnesotans were involved (e.g. Gettysburg, Vicksburg, Chancellorsville).</li> <li>▪ Students will know and understand the Dakota War and its impact on the state and its people.</li> </ul>  |

| Grade Level | Strand           | Sub-Strand  | Standard  | Benchmarks   |
|-------------|------------------|---|---|--|
| GRADE 7     | II. U.S. HISTORY | A. Era 3:<br>Founding of the Nation and Westward Expansion, 1775-1860 | The student will know and understand the development of the U.S. Constitutional form of government. | <ul style="list-style-type: none"> <li>▪ Students will know and understand the relationship between the religious, social and political ideas of the Great Awakening and the development of revolutionary fervor in western political thought.</li> <li>▪ Students will know and understand the principles of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain inalienable rights”).</li> <li>▪ Students will know and understand the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact on the founding of the United States.</li> <li>▪ Students will know and understand the failure of the Articles of Confederation and the success of the Constitution in implementing a government founded on the principle of ordered liberty.</li> <li>▪ Students will know and understand the major debates that occurred during the development of the Constitution and their ultimate resolution in such areas as: separation of powers; federalism; slavery; the rights of individuals and states (later addressed by the addition of the Bill of Rights); the status of American Indian nations.</li> <li>▪ Students will know and understand the political philosophy underpinning the Constitution as specified by James Madison, Alexander Hamilton, and John Jay in the Federalist Papers, and the role of leaders such as Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution.</li> <li>▪ Students will know and understand the significance of Thomas Jefferson’s Virginia Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</li> </ul> |

| Grade Level | Strand           | Sub-Strand   | Standard   | Benchmarks  |
|-------------|------------------|--|--|---|
| GRADE 7     | II. U.S. HISTORY | A. Era 3: Founding of the Nation and Westward Expansion, 1775-1860 | The student will understand the challenges to gaining and preserving our independence. | <ul style="list-style-type: none"> <li>▪ Students will know and understand the political, social and economic causes and consequences of the American Revolution and know the major battles, including, but not limited to, Lexington, Concord, Breeds/Bunker Hill, Saratoga, Trenton; leaders, including, but not limited to, John, Abigail Adams; Washington; and events (writings by Thomas Paine, French entry on American side, Benjamin Franklin in France) that led to a final peace.</li> <li>▪ Students will know and understand the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</li> <li>▪ Students will know and understand the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.</li> <li>▪ Students will know and understand how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</li> <li>▪ Students will know and understand the advantages of common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</li> <li>▪ Students will know and understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties.</li> <li>▪ Students will know and understand the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g. Shays’ Rebellion, the Whiskey Rebellion).</li> <li>▪ Students will know and understand the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</li> <li>▪ Students will know and understand the functions and responsibilities of a free press.</li> <li>▪ Students will know and understand the political, social and economic causes and consequences of the War of 1812 and the major battles, leaders, and events that led to a final peace.</li> </ul> |

| Grade Level | Strand           | Sub-Strand   | Standard  | Benchmarks  |
|-------------|------------------|--|---|---|
| GRADE 7     | II. U.S. HISTORY | A. Era 3: Founding of the Nation and Westward Expansion, 1775-1860 | The student will understand the causes and effects of westward expansion on the formation of the United States. | <ul style="list-style-type: none"> <li>▪ Students will know and understand the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe during this period.</li> <li>▪ Students will know and understand the influence of the Monroe Doctrine.</li> <li>▪ Students will know and understand the significance of the Louisiana Purchase and Lewis and Clark's expedition.</li> <li>▪ Students will know and understand the significance of routes followed by Lewis and Clark, the native peoples they met, and the expedition's success and the meaning of that success for native people and for the new United States nation.</li> <li>▪ Students will know and understand the significance of the Mexican-American War and its effects on the United States, Mexico and their economies, maps/boundaries and citizens.</li> <li>▪ Students will know and understand the major policies with American Indian nations during the administration of the first four presidents.</li> <li>▪ Students will know and understand the geographic, social, and economic factors that influenced the westward movement of settlers to Minnesota, North and South Dakota, Oregon, California and the Mormon settlements of Utah and Arizona.</li> </ul> |
| GRADE 7     | II. U.S. HISTORY | B. Era 4: Civil War and Reconstruction, 1850s-1870s                | The student will recognize the Civil War as a major test of America's founding principles.                      | <ul style="list-style-type: none"> <li>▪ Students will know and understand the reason for the rise of, and the main ideas and figures behind, the abolitionist movement.</li> <li>▪ Students will know and understand the debate between pro-slavery advocates and abolitionists and how the issues of states' rights and slavery increased sectional tensions.</li> <li>▪ Students will know and understand the significance of the creation of Liberia and the "Back to Africa" movement.</li> <li>▪ Students will know the function and reasons for the Underground Railroad.</li> <li>▪ Students will know and understand the role escaped slaves and free blacks played in the abolitionist movement and the Civil War itself.</li> <li>▪ Students will know and understand the roles of Abraham Lincoln, Jefferson Davis, Robert E. Lee, and Sojourner Truth in events leading to and during the war.</li> <li>▪ Students will know and understand the political, social, and economic causes and consequences of the Civil War.</li> <li>▪ Students will know and understand the role Lincoln's assassination played in hardening the North's attitude toward the South and Reconstruction.</li> </ul>   |

| Grade Level | Strand                        | Sub-Strand  | Standard  | Benchmarks   |
|-------------|-------------------------------|---|---|--|
| GRADE 7     | II. U.S. HISTORY              | B. Era 4: Civil War and Reconstruction, 1850s-1870s   | The student will analyze and comprehend renewed westward expansion, reconstruction and their lasting consequences.                      | <ul style="list-style-type: none"> <li>▪ Students will know and understand the role of pioneer women and the new status that western women achieved, (e.g., Laura Ingalls Wilder, Annie Bidwell, Narcissa Whitman, slave women gaining freedom in the west, Wyoming granting suffrage to women in 1869).</li> <li>▪ Students will know and understand the Freedman's Bureaus.</li> <li>▪ Students will know and understand the role of "Carpet Baggers," the Republican Party, the Democratic Party, Northerners (white and free black) and religious groups in southern reconstruction.</li> <li>▪ Students will know and understand the historical reasons for the rise of the Ku Klux Klan in the south.</li> </ul>   |
| GRADE 7     | SOCIAL STUDIES                |   |   |  |
| GRADE 7     | I. GOVERNMENT AND CITIZENSHIP | <p>A. Foundations of the American Political System</p> <p>B. America's Founding Documents</p> <p>C. The Rights and Responsibilities of Citizenship</p> <p>(all three sub-strands relate to this standard)</p> | The student will study the Declaration of Independence and understand its principles and civic importance.                              | <ul style="list-style-type: none"> <li>▪ Students will be able to explain that the Founders declared that the principles of the Declaration are universal in character, for all people.</li> <li>▪ Students will know that the Founders saw these principles as discoveries of human reason, because they are rooted in human nature.</li> <li>▪ Students will understand the Founders' view of equality and doctrine of natural rights.</li> <li>▪ Students will discuss why the Founders identified "life, liberty and the pursuit of happiness" as natural rights, and differentiate "happiness" from "pursuit of happiness."</li> <li>▪ Students will identify how the recognition of differences, desires, and abilities among people leads them to form governments to secure their natural rights to life, liberty, and the pursuit of happiness.</li> <li>▪ Students will understand the Founder's view of the right to revolution tempered with prudence, as articulated in the Declaration of Independence.</li> <li>▪ Students will understand the significance of the Founders' sense of duty and honor: "We pledge to each other our lives, our fortunes, and our sacred honor."</li> <li>▪ Students will recognize the significance of the Founders' four references to God in the Declaration of Independence.</li> </ul> |
| GRADE 7     | II. GEOGRAPHY                 | A. Essential Skills   | The student will use the five fundamental themes of geography to analyze human/ environmental interactions on the surface of the Earth. |  |

| Grade Level | Strand         | Sub-Strand            | Standard   | Benchmarks  |
|-------------|----------------|-----------------------|--|---|
| GRADE 7     | II. GEOGRAPHY  | B. Maps and Globes    | The student will use maps and other geographic representations, tools, and technologies to acquire, process, analyze and report on the spatial organization of people, places and environments on Earth. | <ul style="list-style-type: none"> <li>▪ Students will illustrate spatial information using data, symbols, and colors to create thematic maps (i.e. patterns of population, economics, rainfall, vegetation, landforms).</li> <li>▪ Students will interpret information from a variety of maps and globes, with emphasis on historical maps.</li> <li>▪ Students will be able to construct sketch maps of major political and physical features of the U.S. showing accurate relative locations and spatial relationships.</li> </ul>   |
| GRADE 7     | II. GEOGRAPHY  | C. Physical Systems   | The student will be able to identify physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.        | <ul style="list-style-type: none"> <li>▪ Students will locate and describe the major physical features and cultural landscapes that define places and regions in the U.S. (e.g. Great Plains, Midwest and Southwest plantations, fishing villages).</li> <li>▪ Students will describe the changing pattern of political regions that occurred during the territorial expansion of the U.S..</li> <li>▪ Students will give examples of how climate is influenced by landforms, latitude, and distance from the sea, elevation, wind patterns and ocean currents.</li> <li>▪ Students will identify the location and describe the major ecosystems/ biomes of the U.S. (i.e. forests, prairie, deserts).</li> </ul>   |
| GRADE 7     | II. GEOGRAPHY  | D. Interconnections   | The student will be able to describe how humans influence the environment and in turn are influenced by it.  | <ul style="list-style-type: none"> <li>▪ Students will know the effect of landforms and major climate on settlement patterns throughout the U.S..</li> <li>▪ Students will be able to classify ways in which human activities are influenced by physical systems.</li> <li>▪ Students will compare and contrast European/North American attitudes towards the environment.</li> <li>▪ Students will describe migration patterns of major groups (i.e., Europeans to Africa, rural to urban).</li> <li>▪ Students will identify major settlement types and reasons for their location (plantation, ranch, fishing village).</li> <li>▪ Students will describe the consequences of industrialization and urbanization patterns (i.e., factors effecting location of industry, impact of rise or decline of a manufacturing area, changing spatial patterns of major industries, changes and effects of settlement patterns, links between industrial development and rural-urban migration).</li> <li>▪ Students will identify the causes and types of human migration and its effect on places.</li> <li>▪ Students will describe the impact that canals and railroads had on the settlement of the nation and their impact on relative location.</li> </ul> |
| GRADE 7     | III. ECONOMICS | A. The Market Economy | The student will understand the financial institutions that operate within our economy.  | <ul style="list-style-type: none"> <li>▪ Students will recognize various financial institutions including, but not limited to, banks, insurance companies, investment companies, etc.</li> <li>▪ Students will be able to describe the Federal Reserve System.</li> </ul>   |

| Grade Level | Strand               | Sub-Strand          | Standard  | Benchmarks   |
|-------------|----------------------|---------------------|---|--|
| GRADE 7     | III. ECONOMICS       | B. National Economy | The student will understand the concepts that measure the national economy.   | <ul style="list-style-type: none"> <li>▪ Students will be able to define basic economic terms: unemployment, inflation, interest rates, and Gross Domestic Product (GDP).</li> <li>▪ Students will be able to define competition and monopoly.</li> <li>▪ Students will describe conditions that exist during depression, recession and expansion.</li> <li>▪ Students will be able to explain the relationship between economic freedom and political freedom.</li> </ul>   |
| GRADE 7     | III. ECONOMICS       | D. Economic Systems | The student will understand various economic systems.   | <ul style="list-style-type: none"> <li>▪ Students will distinguish among command economies, free market economies and mixed economies.</li> </ul>  |
|             |                      |                     |   |  |
| GRADE 8     | HISTORY              |                     |   |  |
| GRADE 8     | I. MINNESOTA HISTORY | 1880-1900           | The student will identify the resources and developing technologies that changed life for Minnesotans.              | <ul style="list-style-type: none"> <li>▪ Students will know and understand the roles of property rights and entrepreneurs in developing the lumber, grain milling and iron mining industries.</li> <li>▪ Students will know and understand the occupational and lifestyle changes brought about by large numbers of people immigrating to Minnesota.</li> <li>▪ Students will know and understand how flourmills, iron ore, and the lumber industries changed where people lived and how they made their living.</li> <li>▪ Students will know and understand how Minnesota raw materials and agricultural products were moved to market.</li> <li>▪ Students will know and understand the transformation of Minnesota’s environment through logging, mining and agriculture.</li> </ul>       |
| GRADE 8     | I. MINNESOTA HISTORY | 1900-1968           | The student will review significant events that took place between 1914 through 1968 and their impact on Minnesota. | <ul style="list-style-type: none"> <li>▪ Students will know and understand the resistance of some Minnesotans to entering into World War I.</li> <li>▪ Students will know and understand the participation and the motivation of Native Americans in enlisting to fight in World War I.</li> <li>▪ Students will know and understand the influence of the Great Depression and Prohibition in Minnesota.</li> <li>▪ Students will know and understand the importance of Minnesota’s natural resources and products during times of war and peace.</li> <li>▪ Students will know and understand the development of Minnesota’s role in the world according to five prominent Minnesotans: Frank B. Kellogg, Charles Lindbergh, Harold Stassen, Eugene McCarthy, and Hubert Humphrey.</li> </ul> |
| GRADE 8     | I. MINNESOTA HISTORY | 1968-2000           | The student will understand the reasons for the influx of new immigrants and their impact on Minnesota.             | <ul style="list-style-type: none"> <li>▪ Students will know and understand evolving patterns of immigration and their impact on Minnesota culture, including, but not limited to: Hispanic, Somali and Hmong immigrants.</li> </ul>  |

| Grade Level | Strand               | Sub-Strand   | Standard   | Benchmarks   |
|-------------|----------------------|--|--|--|
| GRADE 8     | I. MINNESOTA HISTORY | 2000-present   | The student will understand the interrelationship of Minnesotans with the world economy.   | <ul style="list-style-type: none"> <li>▪ Students will know and understand the relationship between the use of natural resources and its impact on Minnesota’s economy.</li> <li>▪ Students will know and understand the relationship between comparative advantage and globalization and its impact on Minnesota’s economy.</li> </ul>  |
| GRADE 8     | II. U.S. HISTORY     | C. Era 5: The development of the Industrial United States, 1880's-1900 | The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution. | <ul style="list-style-type: none"> <li>▪ Students will know 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.</li> <li>▪ Students will know and understand racial segregation, the rise of “Jim Crow,” the Ku Klux Klan and other constraints faced by African Americans in the post-Reconstruction South.</li> <li>▪ Students will identify the segregation and racism that faced new immigrants such as the Irish and Chinese.</li> <li>▪ Students will know and understand the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization.</li> <li>▪ Students will know and understand the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, the temperance movement and politics in the U.S.</li> </ul>  |
| GRADE 8     | II. U.S. HISTORY     | D. Era 6: The Emergence of Modern America, 1896-1929                   | The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.                 | <ul style="list-style-type: none"> <li>▪ Students will know and understand the reasons for and results of the Spanish American War.</li> <li>▪ Students will know and understand the U.S.'s actions in the Pacific, specifically in China, the Philippines, Panama and the annexation of Hawaii.</li> <li>▪ Students will know and understand the reaction to the U.S. entry into the Pacific by the people of the Philippines and China, e.g., the guerilla war in the Philippines and the Boxer Rebellion in China, as well as Russia and Japan.</li> <li>▪ Students will know and understand the impact of Theodore Roosevelt on the development of the American nation in the 20<sup>th</sup> Century.</li> <li>▪ Students will know and understand the reasons for the United States’ neutrality and delayed entry into World War I.</li> <li>▪ Students will know and understand the reason for the change in the U.S. decision in favor of involvement in World War I.</li> <li>▪ Students will know and understand Wilson's 14 Points and the failure of post-war internationalism, and the rise of U.S. isolationism, which helped set the stage for World War II.</li> </ul> |

| Grade Level | Strand           | Sub-Strand  | Standard   | Benchmarks   |
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| GRADE 8     | II. U.S. HISTORY | E. Era 7: The Great Depression and World War Two, 1929-1945 | The student will understand the economic, social, and political transformation of the United States and the world, from the stock market crash of 1929 to the early 1940s. | <ul style="list-style-type: none"> <li>▪ Students will know and understand how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life.</li> <li>▪ Students will know and understand the social changes that took place, including prohibition, and the Great Migration north.</li> <li>▪ Students will know and understand the art, literature, and music from the 1920s and 1930s, including the Harlem Renaissance, and emphasizing artists such as Langston Hughes, Duke Ellington, and Georgia O'Keefe.</li> <li>▪ Students will know and understand the causes of the Great Depression.</li> <li>▪ Students will know and understand the impact of the Depression on Americans, American culture and politics.</li> <li>▪ Students will know and understand Herbert Hoover's response and the reason for that response.</li> <li>▪ Students will know and understand the major features of Franklin D. Roosevelt's New Deal.</li> </ul> |
| GRADE 8     | II. U.S. HISTORY | E. Era 7: The Great Depression and World War Two, 1929-1945 | The student will understand and analyze the economic, social, and political transition of the United States during and after World War II.                                 | <ul style="list-style-type: none"> <li>▪ Students will know and understand the major causes and effects of American involvement in World War II.</li> <li>▪ Students will know and understand the U.S. desire to remain neutral and the political forces urging neutrality.</li> <li>▪ Students will know, understand, and identify the causes and events that led to U.S. involvement in the war, including the attack on Pearl Harbor.</li> <li>▪ Students will recognize the contributions of significant American leaders during the war, including but not limited to Franklin Roosevelt, Dwight Eisenhower, and Douglas MacArthur.</li> <li>▪ Students will know and understand the major events and turning points of the war in Europe and the Pacific (e.g. the battle for Midway; Normandy, Battle of the Bulge).</li> <li>▪ Students will know and understand the impact of World War II on the home front and on American culture, specifically on new opportunities for women and minorities.</li> </ul>      |

| Grade Level | Strand                        | Sub-Strand   | Standard  | Benchmarks   |
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| GRADE 8     | II. U.S. HISTORY              | F. Era 8: The Cold War and a changing America, 1945-1980's     | The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present. | <ul style="list-style-type: none"> <li>▪ Students will know and understand the rebuilding of Europe and Japan after World War II through the Truman Doctrine and the Marshall Plan, the U.S. victory during the Berlin Blockade, as well as McArthur's occupation of Japan.</li> <li>▪ Students will know and understand the emergence of the United States as a superpower, and the establishment of the United Nations.</li> <li>▪ Students will know and understand the shift from a wartime to a peacetime economy, the GI Bill and its benefits.</li> <li>▪ Students will know and understand the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, and the collapse of communism in Europe.</li> <li>▪ Students will know and understand the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.</li> </ul> |
| GRADE 8     | II. U.S. HISTORY              | G. Era 9: The United States in an unsettled world 1989-present | The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.                              | <ul style="list-style-type: none"> <li>▪ Students will identify the causes of the fall of the Soviet Union, including the significance of the role of Ronald Reagan.</li> <li>▪ Students will know and understand the new clash of civilizations in a post-communist world and the challenges it presents to the United States.</li> </ul>   |
| GRADE 8     | II. U.S. HISTORY              | G. Era 9: The United States in an unsettled world 1989-present | The student will demonstrate knowledge of key domestic issues during the second half of the twentieth century.  | <ul style="list-style-type: none"> <li>▪ Students will identify the significance of the Civil Rights Movement, including its leaders and opponents.</li> <li>▪ Students will know and understand the evolving role of women.</li> <li>▪ Students will know and understand the development of new technologies and their impact on American life, culture, politics and economics.</li> <li>▪ Students will know and understand the impact of Vietnam, Watergate and the counter culture on American life, culture, politics and economics.</li> <li>▪ Students will know and understand the Presidencies of 1970s through the 1990s.</li> </ul>  |
|             |                               |  |   |  |
| GRADE 8     | SOCIAL STUDIES                |  |   |  |
| GRADE 8     | I. GOVERNMENT AND CITIZENSHIP | A. Foundations of the American Political System                | The student will understand the success of the Framers of the Constitution in securing the equal rights of all citizens.  | <ul style="list-style-type: none"> <li>▪ Students will be familiar with constitutionalism, which makes it clear government was subordinated to a higher or supreme law.</li> <li>▪ Students will understand the concept of federalism.</li> <li>▪ Students will be familiar with the rule of law, that no one is above the law, and those who live under the law must be able to participate in making those laws, and those who make the laws must live under the laws they make.</li> </ul>  |

| Grade Level | Strand                        | Sub-Strand                      | Standard   | Benchmarks   |
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| GRADE 8     | I. GOVERNMENT AND CITIZENSHIP | B. America's Founding Documents | The student will understand the success of Framers of the Constitution in securing a government that still exists today.   | <ul style="list-style-type: none"> <li>▪ Students will understand separation of powers and its purpose to limit government.</li> <li>▪ Students will understand the concept of checks and balances.</li> <li>▪ Students will understand the arguments and concepts set forth in the Federalist Papers, especially the concepts of checks and balances (Paper 9 and 48), federalism (Papers 10 and 45) and representation (Paper 10).</li> <li>▪ Students will understand that our government has the same foundation as it did at the time of its founding, and how our government has changed within that foundation over time.</li> </ul>  |
| GRADE 8     | II. GEOGRAPHY                 | A. Essential Skills             | The student will use the five fundamental themes of geography to analyze human/ environmental interactions on the surface of the Earth.  | <ul style="list-style-type: none"> <li>▪ Students will apply the concept of region by explaining how cultural characteristics link or divide regions.</li> <li>▪ Students will compare the physical and human characteristics of places using observation data and geographic resources (examples: soils, landforms, vegetation, wildlife, religion, language, politics, population, land use).</li> <li>▪ Students will use geographic tools and technologies to pose and answer questions about past and present spatial distributions and patterns on Earth (mountain ranges, river systems, field patterns, settlements, transportation routes).</li> <li>▪ Students will be able to draw sketch maps from memory of major physical and cultural features of world regions and be able to compare the relative locations of these features (continents, oceans, mountains, deserts, languages, religions).</li> <li>▪ Students will evaluate the impact of human activity on landscapes over time using maps, graphs and satellite-produced images (examples: agricultural patterns in different areas of the world, urban growth, land use change).</li> <li>▪ Students will analyze the geographic aspects of current and historical issues or conflicts.</li> </ul> |
| GRADE 8     | II. GEOGRAPHY                 | B. Maps and Globes              | The student will use maps and other geographic representations, tools, and technologies to acquire, process, analyze and report on the spatial organization of people, places and environments on Earth. | <ul style="list-style-type: none"> <li>▪ Students will illustrate spatial information using data, symbols, and colors to create political, physical and thematic maps.</li> <li>▪ Students will use maps to determine patterns of population, economics, rainfall, vegetation, landforms, and international trade in commodities evaluate the relative merits of maps, graphic representations, tools, and technologies in terms of their value in solving geographic problems (e.g. map projections, aerial photographs, satellite images, geographic information systems).</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>                         | <b>Sub-Strand</b>   | <b>Standard</b>   | <b>Benchmarks</b>  |
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| GRADE 8            | II. GEOGRAPHY                         | C. Physical Systems | The student will be able to identify physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.                 | <ul style="list-style-type: none"> <li>▪ Students will identify and describe varying landforms and geographic features and explain their relationship within the ecosystem.</li> </ul>   |
| GRADE 8            | II. GEOGRAPHY                         | D. Interconnections | The student will be able to describe how humans influence the environment and in turn are influenced by it.   | <ul style="list-style-type: none"> <li>▪ Students will recognize changes over time in a nearby ecosystem resulting from human intervention (examples: natural wetlands being replaced by farms, forests and farmland being replaced by housing developments).</li> <li>▪ Students will analyze how selected physical and ecological processes shape the Earth's surface by identifying regional climatic patterns and weather phenomena and their effects on people and places.</li> <li>▪ Students will evaluate the impact of human activity on Minnesota's landscape over time using maps, graphs and satellite-produced images.</li> <li>▪ Students will be able to explain how the U.S. and world regions are interdependent (i.e. through trade, diffusion of ideas, human migration, economic networks, international conflicts, etc.).</li> <li>▪ Students will locate and analyze physical, economic, and cultural characteristics of world regions; Latin America, North Africa, etc.</li> </ul> |
| GRADE 8            | GEOGRAPHY<br>Non-Integrated           |                     |   |  |
| GRADE 8            | II. GEOGRAPHY<br><br>(Non-Integrated) | A. Essential Skills | The student will use the five fundamental themes of geography to analyze human environmental interaction on the surface of the Earth.   | <ul style="list-style-type: none"> <li>▪ Students will create a map to scale.</li> <li>▪ Students will be able to use maps and images to analyze interactions between people and their environment.</li> <li>▪ Students will create a flow map to show movement of people.</li> <li>▪ Students will use the concept of region and can distinguish common characteristics of regions within Minnesota, the United States and the World (landforms, climate, vegetation, farming, land use).</li> </ul>  |
| GRADE 8            | II. GEOGRAPHY<br><br>(Non-Integrated) | B. Maps and Globes  | The student will make and use maps and other geographic representations, tools, and technologies to acquire, process, analyze and report on the spatial organization of people, places and environments on Earth. | <ul style="list-style-type: none"> <li>▪ Students will be able to explain why maps are distorted representations of Earth's surface.</li> <li>▪ Students will make and interpret information from a variety of maps and globes, with emphasis on thematic maps.</li> <li>▪ Students will be able to draw sketch maps from memory of major political and physical features of the United States and be able to compare the relative location of those features (borders, landforms, rivers and other bodies of water, vegetation patterns, cities, etc.).</li> <li>▪ Students will be able to draw sketch maps from memory of major physical and cultural features of world regions and be able to compare the relative locations of these features (Continents, oceans, mountains, deserts, languages, religions).</li> </ul>  |

| <b>Grade Level</b> | <b>Strand</b>                     | <b>Sub-Strand</b>    | <b>Standard</b>   | <b>Benchmarks</b>   |
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| GRADE 8            | II. GEOGRAPHY<br>(Non-Integrated) | C. Physical Features | The student will be able to identify physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change. | <ul style="list-style-type: none"> <li>▪ Students will describe the major physical and cultural features of Minnesota, the United States and the World.</li> <li>▪ Students will describe the major ecosystems of Minnesota and explain why they differ from place to place.</li> <li>▪ Students will give examples of how climate is influenced by landforms, latitude, distance from the sea, elevation, wind patterns and ocean currents.</li> <li>▪ Students will identify and describe varying landforms and geographic features and explain their relationship within the ecosystem.</li> </ul> |

| Grade Level | Strand                            | Sub-Strand             | Standard   | Benchmarks   |
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| GRADE 8     | II. GEOGRAPHY<br>(Non-Integrated) | D.<br>Interconnections | <p>The student will describe the cultural, economic and environmental processes that interact to shape patterns of human populations, density, interdependence, and cooperation and conflict.</p> <p>(continued)</p> | <ul style="list-style-type: none"> <li>▪ Students will be able to explain how major landforms affect settlement patterns throughout the U.S..</li> <li>▪ Students will identify the major climates of the U.S. and their relative advantages and disadvantages for settlement.</li> <li>▪ Students will recognize changes over time in a nearby ecosystem resulting from human intervention (examples: natural wetlands being replaced by farms, forests and farmland being replaced by housing developments).</li> <li>▪ Students will evaluate the impact of human activity on Minnesota's landscape over time using maps, graphs and satellite-produced images.</li> <li>▪ Students will describe examples of migration (examples: immigration from Europe and Africa, rural to urban migration, southerners into northern areas of the United States in the twentieth century, northerners into the southern region in the late twentieth century).</li> <li>▪ Students will be able to explain how the U.S. and world regions are interdependent (i.e. through trade, diffusion of ideas, human migration, economic networks, international conflicts, etc.).</li> <li>▪ Students will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America, North Africa, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, and Australia.</li> <li>▪ Students will identify the causes and types of human migration and its effect on places.</li> <li>▪ Students will be able to explain the distribution patterns of economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities.</li> <li>▪ Students will describe and analyze the characteristics, structure, and patterns of different populations through the use of demographic concepts (i.e. population pyramids, population growth rates, migration patterns).</li> <li>▪ Students will identify current or historical issues or conflicts that involve particular regions and give examples of how those conflicts are influenced by geography distinguish between developed and developing countries and relate the level of economic development to the standards of living and quality of life.</li> <li>▪ Students will provide examples of how physical systems affect human systems in Minnesota, the United States and around the World.</li> <li>▪ Students will be able to explain the roles of natural resources, industry and available means of transportation in determining where people settled in Minnesota, the United States and around the World.</li> <li>▪ Students will trace patterns of agricultural and industrial development in the United States and the world as they relate to climate, use of natural resources, markets, and trade and will locate such development on a map.</li> </ul> <p>(continued)</p> |

| Grade Level | Strand                            | Sub-Strand  | Standard  | Benchmarks   |
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| GRADE 8     | II. GEOGRAPHY<br>(Non-Integrated) | D. Interconnections                                     | (continued)<br><br>The student will describe the cultural, economic and environmental processes that interact to shape patterns of human populations, density, interdependence, and cooperation and conflict. | (continued)<br><br><ul style="list-style-type: none"> <li>▪ Students will discuss major industries in the United States from the perspective of how geography and the factors of production helped determine the locations of manufacturing plants.</li> <li>▪ Students will give examples of ways changes in technology (such as flour mills, or the discovery of iron) impact where people live and how they make their living in Minnesota, the United States and the World.</li> </ul>       |
| GRADE 8     | II. GEOGRAPHY<br>(Non-Integrated) | E. Physical Processes                                   | The student will give examples of physical systems and explain the role of physical processes in shaping life on Earth.   | <ul style="list-style-type: none"> <li>▪ Students will describe physical system changes such as seasons, weather and climate, and identify geographic patterns associated with them.</li> <li>▪ Students will be able to explain patterns in the physical environment within the context of physical processes (e.g., erosion, and renewable and nonrenewable resources).</li> <li>▪ Students will provide examples of how physical processes have shaped Minnesota (e.g., glaciers).</li> </ul> |
| GRADE 8     | III. ECONOMICS                    | A. The Market Economy                                   | Students will understand the basic components of personal financial management.   | <ul style="list-style-type: none"> <li>▪ Students will define and state the importance of a budget.</li> <li>▪ Students will recognize the use of consumer credit.</li> <li>▪ Students will recognize personal investment options, such as stocks, bonds, and mutual funds.</li> <li>▪ Students will recognize insurance and other risk management strategies to protect against financial loss.</li> </ul>  |
| GRADE 9-12  | HISTORY                           |   |   |  |
| GRADE 9-12  | I. U.S. HISTORY                   | A. Era 1: Pre-Colonial America, prehistory through 1607 | The student will demonstrate knowledge of American Indian cultures in North America prior to and during western exploration.  | <ul style="list-style-type: none"> <li>▪ Students will locate and identify the major Native American groups. These will include, but are not limited to Mayans, Incas, Aztecs, Plains, Iroquois and Ojibwe.</li> <li>▪ Students will know and understand important cultural aspects of major American Indian tribes, including their traditions, customs and beliefs as well as their scientific and cultural contributions.</li> </ul>  |
| GRADE 9-12  | I. U.S. HISTORY                   | A. Era 1: Pre-Colonial America, prehistory through 1607 | The student will demonstrate knowledge of European exploration in North America.  | <ul style="list-style-type: none"> <li>▪ Students will explain the motivations, obstacles and accomplishments of the French, Spanish, Portuguese and English exploration.</li> <li>▪ Students will describe the cultural interactions (including agricultural, disease and resources) between Europeans and American Indians that led to cooperation, compromise, and conflict.</li> </ul>   |

| <b>Grade Level</b> | <b>Strand</b>   | <b>Sub-Strand</b>                               | <b>Standard</b>   | <b>Benchmarks</b>   |
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| GRADE 9-12         | I. U.S. HISTORY | B. Era 2: Colonization and Conflict, 1607-1780s | The student will recognize the three colonial regions that developed in America.  | <ul style="list-style-type: none"> <li>▪ Students will describe the social, political, religious and economic conditions that led to the colonization of America.</li> <li>▪ Students will compare and contrast life in the three colonial regions. This will include social, economic, governmental and religious factors.</li> <li>▪ Students will connect the economic development and trading of the three colonial regions with the development of regional political thought (including discussions of tariffs, foreign government relations and cultural development).</li> <li>▪ Students will explain the impact of North American slavery on colonial life (including the features and impact of indentured servants, Atlantic slave trade, the Middle Passage, and the southern plantation system).</li> </ul>   |
| GRADE 9-12         | I. U.S. HISTORY | B. Era 2: Colonization and Conflict, 1607-1780s | The student will demonstrate knowledge of the causes of the American Revolution through conflict, intellectual writings, economic trade, and the move to unity. | <ul style="list-style-type: none"> <li>▪ Students will trace the critical conflicts leading to the American Revolution. These will include, but are not limited to the: French and Indian War, Boston Tea Party, and Lexington and Concord.</li> <li>▪ Students will analyze the ideological origins of the American Revolution. This will include the Magna Carta, the political writings of the enlightenment (Locke, Montesquieu), and Thomas Paine.</li> <li>▪ Students will explain the economic and political reasons for the American Revolution with an emphasis on the attempts to regulate colonial trade (including the Tea Act, Stamp Act, Intolerable Acts) and colonial reaction to British policy (including boycotts, the Sons of Liberty and petitions to Parliament).</li> <li>▪ Students will understand the move to unity among some American colonists including the work of the First and Second Continental Congresses and the importance of the Declaration of Independence.</li> </ul> |
| GRADE 9-12         | I. U.S. HISTORY | B. Era 2: Colonization and Conflict, 1607-1780s | The student will comprehend the course and the consequences of the Revolutionary War.   | <ul style="list-style-type: none"> <li>▪ Students will identify key leaders and personalities. These will include but not be limited to, George Washington, Patrick Henry, Paul Revere, Baron Von Steuben, Samuel Adams, Thomas Jefferson, Cornwallis, and Lafayette.</li> <li>▪ Students will know the major campaigns, which will include but not be limited to Saratoga, Valley Forge and Yorktown.</li> <li>▪ Students will know and understand the major provisions of the Treaty of Paris.</li> </ul>   |

| Grade Level | Strand          | Sub-Strand  | Standard  | Benchmarks   |
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| GRADE 9-12  | I. U.S. HISTORY | C. Era 3: Political Growth and Westward Expansion, 1781-mid-1800s | The student will demonstrate knowledge of the Articles of Confederation and the creation of the Constitution and the resulting growth of political parties.       | <ul style="list-style-type: none"> <li>▪ Students will understand the strengths and weaknesses of the Articles of Confederation.</li> <li>▪ Students will be able to discuss the Constitutional Convention and its role in forming the new government, including the key debates in the Convention, and key personalities (i.e., Madison, Franklin, Washington).</li> <li>▪ Students will understand and identify key actors in the debate over ratification of the Constitution, including knowledge of the Federalists and Anti-Federalists.</li> <li>▪ Students will be able to describe the structure of the U.S. government as established by the Constitution, including a discussion of the federal system and the separation of powers.</li> <li>▪ Students will be able to identify and discuss all provisions of the Bill of Rights.</li> <li>▪ Students will understand how the role of the Supreme Court emerged, including a discussion of judicial supremacy in analyzing the Constitution (especially <i>Marbury v. Madison</i>).</li> <li>▪ Students will identify the key events and personalities that led to the rise of the first political parties in America.</li> </ul> |
| GRADE 9-12  | I. U.S. HISTORY | C. Era 3: Political Growth and Westward Expansion, 1781-mid-1800s | The student will explain the political and diplomatic causes and effects of the War of 1812, including the Monroe Doctrine.                                       | <ul style="list-style-type: none"> <li>▪ Students will understand the major provisions of the Monroe Doctrine.</li> <li>▪ Students will understand political interests and views regarding the War of 1812 (e.g., U.S. responses to shipping harassment prior to the war; interests of Native American and white settlers of the Northwest Territory during the war; congressional positions for and against the war resolution of June 3, 1812).</li> </ul>   |
| GRADE 9-12  | I. U.S. HISTORY | C. Era 3: Political Growth and Westward Expansion, 1781-mid-1800s | The student will understand the relationship between territorial expansion and the growth of the American System (expansion, tariffs, banking, & transportation). | <ul style="list-style-type: none"> <li>▪ Students will be able to describe the territorial expansion of the United States throughout the eighteenth century, with emphasis on the Louisiana Purchase, the Lewis and Clark Expedition, and acquisition of Florida, Texas, Oregon and California.</li> <li>▪ Students will identify the geographic and economic factors that influenced the westward movement of settlers.</li> <li>▪ Students will be able to describe the impact of inventions on life in America, including the cotton gin, the reaper, the steamboat, and the steam locomotive.</li> <li>▪ Students will understand the debates between proponents and opponents of a National Bank, tariffs and internal improvements, with an emphasis on sectional differences.</li> </ul>  |
| GRADE 9-12  | I. U.S. HISTORY | C. Era 3: Political Growth and Westward Expansion, 1781-mid-1800s | The student will understand other important political, economic and social issues in the period.  | <ul style="list-style-type: none"> <li>▪ Students will describe the successes and failures of the reforms during the age of Jacksonian Democracy, including Jackson's Common Man Ideal, the National Bank Controversy, tariff issues, and the Nullification Crisis.</li> <li>▪ Students will understand the sources and character of cultural, religious (including knowledge of the Second Great Awakening), and social reform movements (including the women's suffrage, abolition and temperance movements) in the antebellum period.</li> <li>▪ Students will examine the emergence of industrialization and immigration during the antebellum period.</li> </ul>  |

| Grade Level | Strand          | Sub-Strand  | Standard  | Benchmarks  |
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| GRADE 9-12  | I. U.S. HISTORY | C. Era 3: Political Growth and Westward Expansion, 1781-mid-1800s | The student will understand the growing sectional division within the U.S., including cultural, economic, religious, and governmental shifts. | <ul style="list-style-type: none"> <li>▪ Students will be able to describe the factors leading the growing sectional crisis including the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, the formation of the Republican party, the <i>Dred Scott</i> decision, and John Brown's Raid on Harper's Ferry.</li> </ul>   |
| GRADE 9-12  | I. U.S. HISTORY | D. Era 4: Civil War and Reconstruction, 1850s-1870s               | The student will understand the long and short term causes of the Civil War.  | <ul style="list-style-type: none"> <li>▪ Students will be able to describe and analyze the cultural, economic, social and constitutional issues that divided the nation.</li> <li>▪ Students will be able to explain the roles of slavery and states rights in leading to the Civil War.</li> <li>▪ Students will understand the key political figures leading up to the Civil War, including Abraham Lincoln, Stephen Douglas and their debates.</li> </ul>  |
| GRADE 9-12  | I. U.S. HISTORY | D. Era 4: 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.                                 | <ul style="list-style-type: none"> <li>▪ Students will understand the various events that led to the abolition of slavery, including but not limited to the abolitionists, the Emancipation Proclamation, black military units, and the role of Frederick Douglass.</li> <li>▪ Students will describe (both in writing and by using maps) Union and Confederate states, critical battles (including but not limited to Fort Sumter, Gettysburg, Vicksburg and Atlanta), and the significance of key personnel of the Civil War (including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Thomas "Stonewall" Jackson).</li> <li>▪ Students will read and understand the significance of Lincoln's Gettysburg Address and its views of American political life, including Lincoln's emphasis on equality and self-government.</li> <li>▪ Students will examine various Union war aims and how they changed over time, with an emphasis on the role of slavery in Union decision-making.</li> </ul> |
| GRADE 9-12  | I. U.S. HISTORY | D. Era 4: Civil War and Reconstruction, 1850s-1870s               | The student will demonstrate knowledge of Reconstruction on American life and evaluate its successes and failures.                            | <ul style="list-style-type: none"> <li>▪ Students will know and understand the provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution of the United States and their legacy.</li> <li>▪ Students will describe the effect of early Reconstruction governments on the South generally, as well as the plight of newly freed slaves and dispossessed landowners.</li> <li>▪ Students will understand how and why the Reconstruction Era ended, and describe the re-emergence of state power in the South.</li> </ul>  |

| Grade Level | Strand          | Sub-Strand  | Standard  | Benchmarks  |
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| GRADE 9-12  | I. U.S.HISTORY  | E. Era 5: Reshaping the Nation and the Emergence of Modern America, 1877-1916 | The student will understand the changing nature of America in the late 19 <sup>th</sup> century and early 20 <sup>th</sup> century with an emphasis on how the industrial revolution transformed America. | <ul style="list-style-type: none"> <li>▪ Students will understand the effect of the closing of the frontier, the settlement of the Midwest and West, the growth of industry to westward expansion and the resulting conflict with American Indian cultures.</li> <li>▪ Students will understand how the rise of corporations, heavy industry, inventions, and mechanized farming transformed American society.</li> <li>▪ Students will understand the changing role of the farmer, the rise of urbanization, including the move from farm to city, migration of blacks to the North and Midwest, and the growth of urban centers.</li> <li>▪ Students will describe the immigration movement after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity, and agrarian unrest.</li> <li>▪ Students will understand the rise and growth of the American labor movement, women's suffrage, the temperance movement and how political issues reflected social and economic changes.</li> <li>▪ Students will understand the significance of key people during the time of social and economic changes, including but not limited to, William Jennings Bryant, James J. Hill, and Andrew Carnegie.</li> <li>▪ Students will understand the rise of the Progressive Movement and other issues concerning industrial capitalization, urbanization, and political corruption.</li> <li>▪ Students will describe racial segregation, the rise of "Jim Crow," and other challenges faced by black citizens in the "New South."</li> </ul> |
| GRADE 9-12  | I. U.S. HISTORY | F. Era 6: World Wars and the Emergence of Modern America, 1900-1930s          | The student will understand the rise of government in early 20 <sup>th</sup> century.   | <ul style="list-style-type: none"> <li>▪ Students will describe the causes of the Spanish-American War and its effect on foreign policy and American identity.</li> <li>▪ Students will understand the causes and effects of the increased role of the federal government in American life, including antitrust laws, labor reforms, income tax, stock market regulations, the conservation movement and the Federal Reserve System.</li> <li>▪ Students will understand the significance of key people in the Progressive movement including but not limited to Sinclair Lewis, Robert La Follette, Ida Tarbell, and Theodore Roosevelt.</li> <li>▪ Students will understand the economic, social, cultural, and political changes and conflicts that occurred in the United States during the 1920's.</li> </ul>  |
| GRADE 9-12  | I. U.S. HISTORY | F. Era 6: World Wars and the Emergence of Modern America, 1900-1930s          | The student will understand the causes and consequences of World War I.   | <ul style="list-style-type: none"> <li>▪ Students will understand the causes of World War I, major battles, and the impact on the American people.</li> <li>▪ Students will understand the significance of key people in World War I, including but not limited to Woodrow Wilson and Alvin York.</li> <li>▪ Students will understand the controversy surrounding Wilson's 14 Points, the Treaty of Versailles and the consequences of both.</li> <li>▪ Students will understand the changing role of the United States in world affairs as a result of World War I.</li> </ul>   |

| Grade Level | Strand          | Sub-Strand   | Standard   | Benchmarks  |
|-------------|-----------------|--|--|---|
| GRADE 9-12  | I. U.S. HISTORY | F. Era 6: World Wars and the Emergence of Modern America, 1900-1930s | The student will demonstrate knowledge of the social, economic and technological changes of the early twentieth century. | <ul style="list-style-type: none"> <li>▪ Students will explain how developments in transportation, communications, and rural electrification changed American life.</li> <li>▪ Students will describe social changes that took place, including suffrage, prohibition and the Great Migration north.</li> <li>▪ Students will examine the changing role of art, literature and music in the 1920s and 1930s, including, but not limited to, Louis Armstrong, F. Scott Fitzgerald, Ernest Hemingway, Edward Hopper, Sinclair Lewis, and the Harlem Renaissance.</li> <li>▪ Students will understand the causes of the Great Depression and how Franklin Roosevelt’s “New Deal” addressed the depression and transformed American federalism.</li> <li>▪ Students will understand the Supreme Court’s role in blocking New Deal legislation, Roosevelt’s court-packing plan, and the Supreme Court’s change in philosophy.</li> </ul> |
| GRADE 9-12  | I. U.S. HISTORY | G. Era 7: A World at War, 1930s-1945                                 | The student will understand the conflict between the internationalists and isolationists in the 1920s and 1930s.         | <ul style="list-style-type: none"> <li>▪ Students will discuss America’s rejection of world leadership after World War I, including but not limited to, the causes and consequences of Woodrow Wilson’s failure to obtain ratification of the League of Nations.</li> <li>▪ Students will 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.</li> </ul>   |
| GRADE 9-12  | I. U.S. HISTORY | G. Era 7: A World at War, 1930s-1945                                 | The student will understand the causes and major issues and battles of World War II.                                     | <ul style="list-style-type: none"> <li>▪ Students will understand the rise of fascism in Europe and aggressive military power in Japan and why America and the world failed to act against these threats earlier.</li> <li>▪ Students will identify the attack on Pearl Harbor and the chain of events that led to America’s entry into the war, including study of Roosevelt’s “Day of Infamy” speech.</li> <li>▪ Students will identify and understand major battles in the European Theatre (including the Battle of Britain, D-Day, Battle of the Bulge and the liberation of Paris and Germany) and the Pacific Theatre (including Midway, Okinawa and the Philippines).</li> <li>▪ Students will understand the religious, social, and political causes of the Holocaust, and its long-term effect on American and international foreign policy.</li> </ul>   |
| GRADE 9-12  | I. U.S. HISTORY | G. Era 7: A World at War, 1930s-1945                                 | The student will understand the significant economic, cultural, and geopolitical consequences of World War II.           | <ul style="list-style-type: none"> <li>▪ Students will understand the impact of atomic weaponry on diplomacy and warfare, including the reasons why America dropped atomic bombs on Hiroshima and Nagasaki.</li> <li>▪ Students will examine the changing role of women and blacks during World War II and how these changes set the stage for post-war society.</li> <li>▪ Students will understand the rise of United States and the Soviet Union as twin superpowers, and the corresponding Cold War.</li> </ul>   |

| Grade Level | Strand            | Sub-Strand   | Standard  | Benchmarks  |
|-------------|-------------------|--|---|---|
| GRADE 9-12  | I. U.S. HISTORY   | H. Era 8: Post WWII Era                                | The student will understand the beginnings of the Cold War and how it shifted foreign and domestic policy.                        | <ul style="list-style-type: none"> <li>▪ Students will understand the rise of anti-communism and concerns over the influence of communists in American government and public life (including the role of Joseph McCarthy).</li> <li>▪ Students will know and understand the key aspects and significance of the occupation of Japan and Germany, as well as the significance of the Marshall Plan.</li> <li>▪ Students will understand the doctrine of containment between 1945 and 1975, including but not limited to, the Berlin airlift, NATO, the Warsaw Pact, the Korean War, the Truman Doctrine, and the Vietnam War.</li> </ul> |
| GRADE 9-12  | I. U.S. HISTORY   | H. Era 8: Post WWII Era                                | The student will identify and describe the major cultural and political changes that occurred during the 1950's and 1960's.       | <ul style="list-style-type: none"> <li>▪ Students will understand the rise of the federal highway system and suburbs in the 1950s and the competing forces of conformity and nonconformity in American society.</li> <li>▪ Students will know and understand key people and events in the civil rights movement including but not limited to, <i>Brown v. Board of Education</i>, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr. (including the "I Have a Dream" speech), Malcolm X, and the Voting Rights Act.</li> </ul>  |
| GRADE 9-12  | I. U.S. HISTORY   | I. Era 9: Contemporary America, 1980-present           | The student will understand major developments in foreign policy between the Nixon and Bush II presidencies.                      | <ul style="list-style-type: none"> <li>▪ Students will know the political and economic policies which led to the collapse of communism and the end of the Cold War, including the role of Ronald Reagan.</li> <li>▪ Students will know the key events and policies in the war on terrorism during the early 2000s.</li> </ul>   |
| GRADE 9-12  | I. U.S. HISTORY   | I. Era 9: Contemporary America, 1980-present           | The student will understand the major economic, social, and cultural developments in contemporary America.                        | <ul style="list-style-type: none"> <li>▪ Students will know and understand the effects of increased participation of women in the labor force.</li> <li>▪ Students will know and understand the significance of the changing patterns of immigration and migration and their contributions to contemporary America.</li> <li>▪ Students will know and understand the influence of the media on contemporary American culture, and how scientific and technological advances affect the workplace, health care and education.</li> </ul>   |
|             |                   |  |   |   |
| GRADE 9-12  | II. WORLD HISTORY | A. Era 1: Early Civilizations, prehistory to 1000 B.C. | The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution. | <ul style="list-style-type: none"> <li>▪ Students will be able to explain the impact of geographic environment on hunter-gatherer societies;</li> <li>▪ Students will list characteristics of hunter-gatherer societies, including their use of tools and fire;</li> <li>▪ Students will describe technological and social advancements that gave rise to stable communities;</li> <li>▪ Students will be able to explain how archaeological discoveries are changing present-day knowledge of early peoples.</li> </ul>  |

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|-------------|-------------------|--|---|---|
| GRADE 9-12  | II. WORLD HISTORY | A. Era 1: Early Civilizations, prehistory to 1000 B.C.   | The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus river Valley, and China and the later civilizations of the Middle East (e.g., Hebrews, Phoenicians, Assyrians and Babylonians). | <ul style="list-style-type: none"> <li>▪ Students will locate these civilizations in time and place.</li> <li>▪ Students will describe the development of social, political and economic patterns, (including slavery).</li> <li>▪ Students will be able to explain the development of religious traditions.</li> <li>▪ Students will be able to explain the development of language and writing.</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | B. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will demonstrate knowledge of ancient India and China.  | <ul style="list-style-type: none"> <li>▪ Students will describe India, with emphasis on Aryan migrations and the caste system.</li> <li>▪ Students will describe China, with emphasis on the development of empires and the construction of the Great Wall.</li> <li>▪ Students will be able to identify the religions of China and India and the role religion plays in the social, cultural, and political contexts of those countries.</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | B. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will demonstrate knowledge of ancient Greece in terms of its impact on Western Civilization.  | <ul style="list-style-type: none"> <li>▪ Students will assess the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.</li> <li>▪ Students will describe Greek mythology and religion.</li> <li>▪ Students will identify the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens, and Sparta.</li> <li>▪ Students will evaluate the significance of the Persian and Peloponnesian Wars.</li> <li>▪ Students will cite contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.</li> <li>▪ Students will be able to explain the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great citing contributions in philosophy, science, art and architecture.</li> </ul> |

| Grade Level | Strand            | Sub-Strand   | Standard   | Benchmarks   |
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| GRADE 9-12  | II. WORLD HISTORY | B. Era 2: Classical Civilizations, 1000 B.C. to 500 A.D. | The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization. | <ul style="list-style-type: none"> <li>▪ Students will assess the influence of geography on Roman economic, social, and political development.</li> <li>▪ Students will describe Roman mythology and religion and explain how they are similar to or different from Greek mythology and religion.</li> <li>▪ Students will be able to explain the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.</li> <li>▪ Students will sequence events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.</li> <li>▪ Students will assess the impact of military conquests on the army, economy, and social structure of Rome.</li> <li>▪ Students will assess the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs.</li> <li>▪ Students will describe the significance of key historical figures in Rome including but not limited to Caesar, Nero, and Caligula.</li> <li>▪ Students will describe the economic, social, and political development during the Pax Romana.</li> <li>▪ Students will describe the origin, beliefs, traditions, customs, and spread of Christianity.</li> <li>▪ Students will be able to explain the development and significance of the Church in the late Roman Empire.</li> <li>▪ Students will list Roman contributions in art and architecture, engineering and science, medicine, literature and history, language, religious institutions, and law.</li> <li>▪ Students will cite the reasons for the decline and fall of the Western Roman Empire.</li> </ul> |
| GRADE 9-12  | II. WORLD HISTORY | C. Era 3: Postclassical Civilizations, 500-1000 A.D.     | The student will demonstrate knowledge of Byzantine Empire and Russia from about 300 to 1000 A.D.                                      | <ul style="list-style-type: none"> <li>▪ Students will be able to explain the establishment of Constantinople as the capital of the Eastern Roman Empire.</li> <li>▪ Students will identify Justinian and his contributions, including the codification of Roman law, and describe the expansion of the Byzantine Empire and economy.</li> <li>▪ Students will characterize Byzantine art, architecture and science and the preservation of Greek and Roman traditions.</li> <li>▪ Students will be able to explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.</li> <li>▪ Students will assess the impact of Byzantine influence and trade on Russia and Eastern Europe.</li> </ul>   |

| Grade Level | Strand            | Sub-Strand   | Standard  | Benchmarks  |
|-------------|-------------------|--|---|---|
| GRADE 9-12  | II. WORLD HISTORY | C. Era 3: Postclassical Civilizations, 500-1000 A.D. | The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D.  | <ul style="list-style-type: none"> <li>▪ Students will describe the origin, beliefs, traditions, customs, and spread of Islam.</li> <li>▪ Students will assess the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade.</li> <li>▪ Students will identify historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours.</li> <li>▪ Students will cite cultural and scientific contributions and achievements of Islamic civilization with emphasis on Spain.</li> <li>▪ Students will compare and contrast major characteristics of the five major religions of Judaism, Christianity, Islam, Hinduism, and Buddhism.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY | C. Era 3: Postclassical Civilizations, 500-1000 A.D. | The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization. | <ul style="list-style-type: none"> <li>▪ Students will sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe.</li> <li>▪ Students will be able to explain the structure of feudal society and its economic, social, and political effects.</li> <li>▪ Students will be able to explain the rise of Frankish kings, the Age of Charlemagne, and the settlement of the Barbarian tribes.</li> <li>▪ Students will sequence events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | D. Era 4: Regional Interactions, 1000-1450 A.D.      | The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns.       | <ul style="list-style-type: none"> <li>▪ Students will locate major trade routes.</li> <li>▪ Students will identify technological advances and transfers, networks of economic interdependence, and cultural interactions.</li> <li>▪ Students will describe Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.</li> <li>▪ Students will describe east African kingdoms of Axum and Zimbabwe and West African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY | D. Era 4: Regional Interactions, 1000-1450 A.D.      | The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan.                             | <ul style="list-style-type: none"> <li>▪ Students will describe geographic relationship, with emphasis on patterns of development in terms of climate and physical features of these civilizations.</li> <li>▪ Students will describe culture, politics and economics of these civilizations.</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | D. Era 4: Regional Interactions, 1000-1450 A.D.      | The student will demonstrate knowledge of social, economic and political changes and cultural achievements in the late medieval period.                     | <ul style="list-style-type: none"> <li>▪ Students will describe the emergence of nation-states (England, France, Spain and Russia) and distinctive political developments in each.</li> <li>▪ Students will be able to explain conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.</li> <li>▪ Students will be able to explain the significance of key people, including but not limited to, Charlemagne and William the Conqueror.</li> <li>▪ Students will identify patterns of crisis and recovery related to the Black Death.</li> <li>▪ Students will be able to explain the preservation and transfer to Western Europe of Greek, Roman and Arabic philosophy, medicine, and science.</li> <li>▪ Students will be able to explain the uniqueness of the Hanseatic League.</li> </ul> |

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|-------------|-------------------|--|--|--|
| GRADE 9-12  | II. WORLD HISTORY | E. Era 5: Emergence of a Global Age, 1450-1650, A.D. | The student will demonstrate knowledge of development leading to the Renaissance in Europe in terms of its impact on Western civilization.                                       | <ul style="list-style-type: none"> <li>▪ Students will identify the economic foundations of the Renaissance, including the contributions of Johann Gutenberg.</li> <li>▪ Students will sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in <i>The Prince</i>.</li> <li>▪ Students will cite artistic, literary, and philosophical creativity of the period (e.g., Leonardo da Vinci, Michelangelo), Petrarch, and Shakespeare.</li> <li>▪ Students will compare the Italian and the Northern Renaissance, citing contributions of each.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY | E. Era 5: Emergence of a Global Age, 1450-1650, A.D. | The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization.  | <ul style="list-style-type: none"> <li>▪ Students will be able to explain the effects of the theological, political and economic differences that emerged, (e.g., the views and actions of Martin Luther, John Calvin and Henry VIII);</li> <li>▪ Students will describe the impact of religious conflicts, including the Inquisition, on society and government actions;</li> <li>▪ Students will describe changing cultural values, traditions, and philosophies, and assessing the role of the printing press.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY | E. Era 5: Emergence of a Global Age, 1450-1650, A.D. | The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa and Asia.  | <ul style="list-style-type: none"> <li>▪ Students will be able to explain the roles of explorers and conquistadors.</li> <li>▪ Students will describe the influence of religion.</li> <li>▪ Students will be able to explain migration, settlement patterns, cultural diffusion and social classes in the colonized areas.</li> <li>▪ Students will be able to explain the triangular trade.</li> <li>▪ Students will describe the impact of precious metal exports from the Americas.</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | E. Era 5: Emergence of a Global Age, 1450-1650, A.D. | The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D.   | <ul style="list-style-type: none"> <li>▪ Students will describe the location and development of the Ottoman Empire.</li> <li>▪ Students will describe India, including the Mughal Empire and coastal trade.</li> <li>▪ Students will describe East Asia, including China and the Japanese shogunate.</li> <li>▪ Students will describe Africa and its increasing involvement in global trade.</li> <li>▪ Students will describe the growth of European nations, including the Commercial Revolution and mercantilism.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY | F. Era 6: Age of Revolutions, 1650-1914 A.D.         | The student will demonstrate knowledge of scientific, political, economic and religious changes during the 16 <sup>th</sup> , 17 <sup>th</sup> , and 18 <sup>th</sup> centuries. | <ul style="list-style-type: none"> <li>▪ Students will describe the Scientific Revolution and its effects.</li> <li>▪ Students will describe the Age of Absolutism, (e.g., the monarchies of Louis XIV, Frederick the Great and Peter the Great).</li> <li>▪ Students will assess the impacts of the English Civil War and the Glorious Revolution on democracy.</li> <li>▪ Students will be able to explain the political, religious and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.</li> <li>▪ Students will describe the French Revolution, including the roles of Louis XVI and Robespierre.</li> <li>▪ Students will compare and contrast the causes and effects of the American and French Revolutions.</li> <li>▪ Students will describe the expansion of the arts, philosophy, literature, and new technology.</li> </ul> |

| Grade Level | Strand            | Sub-Strand                                   | Standard  | Benchmarks   |
|-------------|-------------------|--|---|--|
| GRADE 9-12  | II. WORLD HISTORY | F. Era 6: Age of Revolutions, 1650-1914 A.D. | The student will demonstrate knowledge of political and philosophical developments in Europe during the 19 <sup>th</sup> century. | <ul style="list-style-type: none"> <li>▪ Students will assess the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815.</li> <li>▪ Students will describe the influence of revolutions on the expansion of political rights in Europe.</li> <li>▪ Students will be able to explain events related to the unification of Italy and the role of Italian nationalists.</li> <li>▪ Students will be able to explain events related to the unification of Germany and the role of Bismarck.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY | F. Era 6: Age of Revolutions, 1650-1914 A.D. | The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19 <sup>th</sup> century.           | <ul style="list-style-type: none"> <li>▪ Students will cite scientific, technological and industrial developments and explain how they brought about urbanization and social and environmental changes.</li> <li>▪ Students will be able to explain the emergence of capitalism as a dominant economic pattern and subsequent development of socialism and communism.</li> <li>▪ Students will describe the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade and the labor union movement.</li> <li>▪ Students will be able to explain the rise of industrial economies and their link to imperialism and nationalism.</li> <li>▪ Students will assess the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.</li> </ul> |
| GRADE 9-12  | II. WORLD HISTORY | G. Era 7: Global Conflict, 1914-1945         | The student will demonstrate knowledge of the worldwide impact of World War I.  | <ul style="list-style-type: none"> <li>▪ Students will be able to explain economic and political causes, major events, and identify major leaders of the war, (e.g., Woodrow Wilson, Kaiser Wilhelm II and Lloyd George).</li> <li>▪ Students will be able to explain the outcomes and global effect of the war and the Treaty of Versailles.</li> <li>▪ Students will cite causes and consequences of the Russian Revolution.</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | G. Era 7: Global Conflict, 1914-1945         | The student will demonstrate knowledge of political, economic, social and cultural developments during the Interwar Period.       | <ul style="list-style-type: none"> <li>▪ Students will describe the League of Nations and the mandate system.</li> <li>▪ Students will cite causes and assess the impact of worldwide depression in the 1930s.</li> <li>▪ Students will examine events related to the rise, aggression and human costs of dictatorial regimes in the Soviet Union, Germany, Italy and Japan, and identifying their major leaders, (i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito and Hideki Tojo).</li> </ul>  |
| GRADE 9-12  | II. WORLD HISTORY | G. Era 7: Global Conflict, 1914-1945         | The student will demonstrate knowledge of the worldwide impact of World War II.   | <ul style="list-style-type: none"> <li>▪ Students will be able to explain economic and political causes, major events, and identify leaders of the war, (e.g., Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, Hirohito).</li> <li>▪ Students will examine the Holocaust and other examples of genocide in the twentieth century.</li> <li>▪ Students will be able to explain the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.</li> </ul>   |

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| GRADE 9-12  | II. WORLD HISTORY             | H. Era 8: The Post-war Period, 1945-present     | The student will demonstrate knowledge of major events and outcomes of the Cold War.   | <ul style="list-style-type: none"> <li>▪ Students will be able to explain key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.</li> <li>▪ Students will assess the impact of nuclear weaponry on patterns of conflict and cooperation since 1945 (e.g., Mutual Assured Destruction doctrine, SALT treaties).</li> <li>▪ Students will describe conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY             | H. Era 8: The Post-war Period, 1945-present     | The student will demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts.                            | <ul style="list-style-type: none"> <li>▪ Students will describe the struggles for self-rule, including Gandhi's leadership in India.</li> <li>▪ Students will describe Africa's achievement of independence, including Kenyatta's leadership of Kenya.</li> <li>▪ Students will describe the end of the mandate system and the creation of states in the Middle East.</li> </ul>   |
| GRADE 9-12  | II. WORLD HISTORY             | H. Era 8: The Post-war Period, 1945-present     | The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world.                       | <ul style="list-style-type: none"> <li>▪ Students will identify contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies.</li> <li>▪ Students will assess the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom.</li> <li>▪ Students will describe economic interdependence, including the rise of multinational corporations, international organizations and trade agreements.</li> </ul>  |
| GRADE 9-12  | SOCIAL STUDIES                |   |  |  |
| GRADE 9-12  | I. GOVERNMENT AND CITIZENSHIP | A. Foundations of the American Political System | The student will demonstrate knowledge and understanding of the philosophical foundations of the United States government, as stated in the Declaration of Independence. | <ul style="list-style-type: none"> <li>▪ Students will analyze the influence of leading western thinkers including but not limited to John Locke (natural rights), Charles de Montesquieu (separation of powers), and William Blackstone (English common law, rights of individuals).</li> <li>▪ Students will describe the influence of religion (such as the Puritans) and colonial self-governing congregations (moral and ethical principles) including religion tolerance.</li> <li>▪ Students will describe the influence of ancient Greek and Roman governments (democracy and representative government) on America's philosophical foundations.</li> <li>▪ Students will describe changes in the colonial relationship between Great Britain and the American colonies, which led to American's Declaration of Independence.</li> <li>▪ Students will identify the significance of 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 property; and the purpose of government to protect these rights.</li> </ul> |

| Grade Level | Strand                        | Sub-Strand  | Standard  | Benchmarks  |
|-------------|-------------------------------|---|---|---|
| GRADE 9-12  | I. GOVERNMENT AND CITIZENSHIP | B. America's Founding Documents                   | The student will demonstrate knowledge and understanding of the fundamental principles and moral values of the United States as expressed in the Declaration of Independence, the United States Constitution, and other foundational documents. | <ul style="list-style-type: none"> <li>▪ Students will analyze and define the fundamental principles of the Constitution, including but not limited to:               <ol style="list-style-type: none"> <li>a. The purpose of the Constitution, as stated in the Preamble;</li> <li>b. The nature of the Constitution as the highest law of the land;</li> <li>c. Federalism, including the doctrine of designated powers versus reserved powers; and limited government as defined in the Tenth Amendment;</li> <li>d. The rule of law;</li> <li>e. The separation of powers, and checks and balances;</li> <li>f. Representative government;</li> <li>g. The constitutional process for amendment.</li> </ol> </li> <li>▪ Students will explain why the Articles of Confederation was a failed social contract with the people of the United States, while the Constitution is a successful social contract.</li> <li>▪ Students will explain how the Founders' view of human nature, as articulated in the Federalist Papers, led to the establishment of a constitutional system that limited the power of government.</li> <li>▪ Students will describe how the Northwest Ordinance provided for the creation of new states and territories.</li> <li>▪ Students will describe the creation of the Bill of Rights and its role in limiting the national government's power, as well as the rights associated with subsequent amendments.</li> </ul> |
| GRADE 9-12  | I. GOVERNMENT AND CITIZENSHIP | C. The Rights and Responsibilities of Citizenship | The student will demonstrate knowledge and understanding of the rights and responsibilities of citizenship.   | <ul style="list-style-type: none"> <li>▪ Students will define the inherent rights of all Americans and explain how protecting individuals rights promotes the common good.</li> <li>▪ Students will describe the processes by which an individual becomes a citizen of the United States.</li> <li>▪ Students will explain the duties of citizenship, including but not limited to, protection of the inherent rights of all persons, obeying the laws, paying taxes, voting, defending the nation and serving in court.</li> <li>▪ Students will describe the activities of civic life, including but not limited to, registering to vote and informed voting, participating in political campaigns, communicating with government officials, keeping informed about current issues, respecting diverse opinions in a diverse society, and setting an example of freedom in the world community.</li> </ul>  |

| Grade Level | Strand                        | Sub-Strand  | Standard  | Benchmarks   |
|-------------|-------------------------------|---|---|--|
| GRADE 9-12  | I. GOVERNMENT AND CITIZENSHIP | C. The Rights and Responsibilities of Citizenship | The student will understand the American political system and be prepared to participate.   | <ul style="list-style-type: none"> <li>▪ Students will analyze tensions between large and small states, and the compromises that keep the Union together, such as the Electoral College, numbers of Senators vs. House members, and states' rights vs. federal rights.</li> <li>▪ Students will identify major milestones in U.S. and Minnesota development of political thought (and traditions that arose along the way), including but not limited to: Washington's election; Jackson; the Depression; FDR (including impact of New Deal on voters' future expectations of federal government role); 15<sup>th</sup> and 19<sup>th</sup> amendments; Earl Warren court; Nixon and Watergate; Reagan; and judicial activism.</li> <li>▪ Students will be familiar with how technology has shaped political development, campaigns and voters, including newspapers and print media, telephone, transportation, radio, television and Internet.</li> <li>▪ Students will identify the influences of special interest and voter groups and how they work with and against each other, including commercial media; trade, industry and labor groups; grassroots activists; political party units; and social structures, such as religion and pop culture.</li> </ul> |
| GRADE 9-12  | I. GOVERNMENT AND CITIZENSHIP | D. Other forms of government, past and present.   | The student will demonstrate knowledge and understanding of the origins, characteristics, and development of different political systems. | <ul style="list-style-type: none"> <li>▪ Students will describe the different philosophies and structures of feudalism, socialism, communism, monarchies and parliamentary systems; in terms of their economic, social structure and human rights practices: and how these philosophies compare with the American system.</li> <li>▪ Students will compare the various ways in which power is distributed, shared, and limited in systems of shared powers and parliamentary systems, including the influence and roles of parliamentary leaders.</li> <li>▪ Students will describe the difference between inalienable rights as described in the U.S. Declaration of Independence and Bill of Rights, versus limited rights as described in the United Nations Universal Declaration of Human Rights.</li> </ul>  |
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| Grade Level | Strand        | Sub-Strand                | Standard   | Benchmarks   |
|-------------|---------------|---------------------------|--|--|
| GRADE 9-12  | II. GEOGRAPHY | A. U.S. and World Regions | The student will explain the pattern of economic activities and land use in the United States and the world.   | <ul style="list-style-type: none"> <li>▪ Students will be able to understand how the transportation and communication systems have impacted the development of regions of the United States.</li> <li>▪ Students will be able to explain the patterns of consumption and production in the world and explain the networks of business and trade that link the regions together.</li> <li>▪ Students will be able to use the models of spatial interactions (distance decay, Von Thunen, Webber) to explain the location of commercial activities and land use patterns in the United States and the world.</li> <li>▪ Students will be able to explain the variations in economic activity and land use within the state of Minnesota (the Iron Range, agricultural areas, etc.) and reach conclusions about the potential for change in the various regions.</li> <li>▪ Students will be able to describe the differences between developed and developing countries and understand how the transportation and communication systems of the major regions of the world have impacted their rates of development</li> <li>▪ Students will demonstrate an understanding of how economic changes in major regions of the world will affect their lifestyle (such as the industrialization of China, or the establishment of international call centers in India).</li> </ul> |
| GRADE 9-12  | II. GEOGRAPHY | A. U.S. and World Regions | The student will explain how patterns of political systems create government units at various scales in the United States and the world.                           | <ul style="list-style-type: none"> <li>▪ Students will understand the impact of international boundaries on human behavior and economic activities of Americans.</li> <li>▪ Students will understand how the concept of sovereign political states arose and how it is being impacted by international agreements such as NATO, the European Union and the North American Free Trade Agreement.</li> <li>▪ Students will understand the changing nature of sovereignty and its impact on political units in the United States.</li> <li>▪ Students will demonstrate an understanding of how voting districts are established.</li> </ul>   |
| GRADE 9-12  | II. GEOGRAPHY | A. U.S. and World Regions | The student will describe and explain the primary factors behind the contemporary spatial distribution of major culture groups in the United States and the world. | <ul style="list-style-type: none"> <li>▪ Students will be able to use the concepts and models of the process of diffusion to explain the changing patterns of cultures in the United States.</li> <li>▪ Students will be able to describe the distribution of the major ethnic groups of the United States.</li> <li>▪ Students will be able to explain how regional landscapes reflect the cultural characteristics of their inhabitants.</li> </ul>  |
| GRADE 9-12  | II. GEOGRAPHY | B. Global Regions         | The student will describe and explain the primary factors behind the location of major physical regions of the world.  | <ul style="list-style-type: none"> <li>▪ Students will be able to describe and explain the distribution of the major climates of the world.</li> <li>▪ Students will be able to explain how regional landscapes of the world reflect the earth's tectonic forces.</li> <li>▪ Students will be able to explain the forces behind the major watersheds and water bodies of the world.</li> <li>▪ Students will recognize the differences in the patterns of natural vegetation and soil types of the world.</li> </ul>   |

| <b>Grade Level</b> | <b>Strand</b> | <b>Sub-Strand</b>   | <b>Standard</b>  | <b>Benchmarks</b>  |
|--------------------|---------------|---------------------|--|--|
| GRADE 9-12         | II. GEOGRAPHY | B. Global Regions   | The student will understand the distribution, the patterns of growth, and the demographic characteristics of the human population.                                 | <ul style="list-style-type: none"> <li>▪ Students will explain the pattern of human population density in the major regions of the world.</li> <li>▪ Students will explain the impact of the demographic transition on the growth of the human population in the major regions of the world.</li> <li>▪ Students will be able to use population pyramids to compare and contrast the characteristic of national and regional populations.</li> </ul>   |
| GRADE 9-12         | II. GEOGRAPHY | B. Global Regions   | The student will explain trends in migrations of the modern era in the major regions of the world.   | <ul style="list-style-type: none"> <li>▪ Students will use the concepts of push and pull factors and barriers to describe and explain the general patterns of human movement in the modern era.</li> <li>▪ Students will identify and explain the major source and destination areas for contemporary voluntary and forced migrations.</li> <li>▪ Students will demonstrate an understanding of the connections between the demographic transition and patterns of international migration.</li> <li>▪ Students will demonstrate an understanding of the patterns of rural to urban migrations in the major regions and countries of the world.</li> <li>▪ Students will demonstrate an understanding of the process behind the major patterns of labor migration in the contemporary world.</li> </ul>  |
| GRADE 9-12         | II. GEOGRAPHY | C. Interconnections | The student will be able to describe how humans influence the environment and in turn are influenced by it.  | <ul style="list-style-type: none"> <li>▪ Students will be able to explain how technology affects one's ability to change the environment and adapt to it.</li> <li>▪ Students will explain the importance of sustainable use of the environment.</li> <li>▪ Students will understand the impact of natural hazards on human activities and land use.</li> </ul>  |
| GRADE 9-12         | II. GEOGRAPHY | D. Essential Skills | The student will use maps, globes, Geographic Information Systems, and other databases to answer geographic questions at a variety of scales from local to global. | <ul style="list-style-type: none"> <li>▪ Students will recognize different map projections and explain the concept of map distortion and its importance in making and reading maps.</li> <li>▪ Students will be able to draw elaborate sketch maps of the United States and the world that contains more knowledge of the character of the United States and major regions of the world than is required by the middle school geography standards.</li> <li>▪ Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources and apply concepts of location scale and orientation.</li> <li>▪ Students will be able to draw conclusions about the character of places based on a comparison of maps, air photos and other images.</li> <li>▪ Students will demonstrate knowledge of Global Positioning Systems (GPS) and Geographic Information Systems (GIS).</li> </ul> |
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| Grade Level | Strand         | Sub-Strand            | Standard  | Benchmarks   |
|-------------|----------------|-----------------------|---|--|
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy | The student will understand the implications of the economic problem of scarcity.   | <ul style="list-style-type: none"> <li>▪ Students will indicate how limited productive resources and unlimited human wants cause individuals, governments and nations to choose some things and give up others.</li> <li>▪ Students will be able to list and give examples of the factors of production – land, labor, capital, and entrepreneurship.</li> <li>▪ Students will be able to explain that opportunity cost is the highest valued alternative forgone when an economic choice is made.</li> <li>▪ Students will understand that the economic choices people make have both present and future consequences.</li> </ul>   |
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy | The student will understand the basic principles of decision-making.  | <ul style="list-style-type: none"> <li>▪ Students will recognize that effective decision-making typically requires comparing the additional costs of alternatives with the additional benefits.</li> <li>▪ Students will know that people make both personal and professional decisions on behalf of themselves, their household, their employer, their governments, etc.</li> <li>▪ Students will analyze how career choice, education, and skills affect future income.</li> <li>▪ Students will be able to compute short and long term personal financial goals and plans by considering flows of income, spending and saving.</li> <li>▪ Students will be able to compare and contrast the advantages and disadvantages of using consumer credit.</li> <li>▪ Students will be able to analyze short and long term personal investment options such as stocks, bonds and mutual funds by comparing the risk, return, and liquidity of these options.</li> <li>▪ Students will be able to describe how insurance and other risk management strategies protect against financial loss.</li> </ul> |
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy | The student will understand how households, firms, and governments are interdependent and how their relationship is affected by trade, exchange, money and the economic system in which they are operating. | <ul style="list-style-type: none"> <li>▪ Students will recognize why voluntary exchange occurs only when all participating parties expect to gain from the exchange.</li> <li>▪ Students will identify the role and interdependence of households, firms and the government in the circular flow of economic activity.</li> <li>▪ Students will recognize that money makes trade easier by replacing barter with transactions that involve currency, coins and/or checks.</li> <li>▪ Students will understand the roles of production, distributions, and consumption of goods and services in market, command, and mixed economic systems.</li> <li>▪ Students will describe how people and nations gain through trade.</li> <li>▪ Students will define and explain how principles of comparative advantage lead to specialization and trade.</li> <li>▪ Students will analyze the effects of trade barriers, including tariffs and quotas, on international trade and national living standards.</li> </ul>  |

| Grade Level | Strand         | Sub-Strand            | Standard   | Benchmarks  |
|-------------|----------------|-----------------------|--|---|
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy | The student will understand the basic characteristics of markets and the role of prices in modern market economies.                          | <ul style="list-style-type: none"> <li>▪ Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services.</li> <li>▪ Students will explain the causes and consequences of market shortage and surplus.</li> <li>▪ Students will identify the direct and indirect effects of price floors and price ceilings.</li> <li>▪ Students will identify several factors that lead to variation in market prices and quantities exchanged by causing changes in supply and/or demand.</li> <li>▪ Students will recognize that interest rates, like other prices, are determined by forces of supply and demand.</li> <li>▪ Students will explain that an exchange rate is the price of one nation's currency in terms of another nation's currency, which, like other prices, is determined by the forces of supply and demand.</li> </ul>  |
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy | The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell. | <ul style="list-style-type: none"> <li>▪ Students will understand that competition among sellers often results in lower prices, higher product quality, better customer service and a more efficient allocation of scarce resources.</li> <li>▪ Students will recognize that 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, and quantity of substitute goods and services.</li> <li>▪ Students will recognize that a monopoly exists when only one producer sells a product for which there are no close substitutes.</li> <li>▪ Students will compare and contrast the characteristics of firms in market settings with varying degrees of competitive forces.</li> </ul>   |
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy | The student will understand the risks and opportunities associated with entrepreneurship.  | <ul style="list-style-type: none"> <li>▪ Students will explain that entrepreneurs accept the risks associated with organizing productive resources to produce goods and services, with the hope to earn profits.</li> <li>▪ Students will understand that entrepreneurs and other sellers earn profits when buyers purchase the products they sell at prices high enough to cover the costs of production.</li> <li>▪ Students will understand that entrepreneurs and other sellers incur losses when buyers do not purchase the products they sell at prices high enough to cover the costs of production.</li> <li>▪ Students will recognize that, in market economies, profits are the reward for successful entrepreneurship and losses (and possible bankruptcy) are the penalty for the inefficient organization of productive resources.</li> <li>▪ Students will explain that, in addition to profits, entrepreneurs respond to other incentives including the opportunity to be their own boss, the chance to achieve recognition, and the satisfaction of creating new products or improving existing ones</li> <li>▪ Students will explain that, in addition to financial losses, other disincentives to which entrepreneurs respond include the responsibility long hours, and stress of running a business.</li> </ul> |

| Grade Level | Strand         | Sub-Strand              | Standard  | Benchmarks  |
|-------------|----------------|-------------------------|---|---|
| GRADE 9-12  | III. ECONOMICS | A. The Market Economy   | The student will understand the economic role of government in a market economy.  | <ul style="list-style-type: none"> <li>▪ Students will identify that an important role for government in the economy is to define, establish, and enforce property rights.</li> <li>▪ Students will analyze the appropriate role of government in cases where economic externalities—also known as spillover or third party effects—are known to exist.</li> <li>▪ Students will identify circumstances in which it is appropriate for governments to provide public goods.</li> <li>▪ Students will recognize that, in the U.S., the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible.</li> <li>▪ Students will recognize that many government policies attempt to redistribute income.</li> <li>▪ Students will understand that a government policy to correct a market imperfection is not justified economically if its expected costs exceed its expected benefits.</li> </ul>   |
| GRADE 9-12  | III. ECONOMICS | B. The National Economy | The student will understand basic measures of aggregate economic performance.   | <ul style="list-style-type: none"> <li>▪ Students will define and explain the significance of the unemployment rate, the inflation rate, the level of national output, and the rate of economic growth.</li> <li>▪ Students will identify and distinguish between real and nominal measures of output and interest rates.</li> <li>▪ Students will describe how the concept of the balance of trade is used to measure the international flow of goods, services.</li> </ul>  |
| GRADE 9-12  | III. ECONOMICS | B. The National Economy | The student will analyze the causes and consequences of aggregate economic fluctuations.  | <ul style="list-style-type: none"> <li>▪ Students will identify the phases of the business cycle.</li> <li>▪ Students will describe the basic characteristics of economic recessions and economic expansions.</li> <li>▪ Students will understand that one source of aggregate economic fluctuations is changes in overall spending by consumers, firms, governments, or foreigners.</li> <li>▪ Students will recognize that aggregate economic fluctuations may also result from changes in overall productivity, an overall change in firms' costs of production, or from unexpected shocks that cause general supply disruptions.</li> </ul>   |
| GRADE 9-12  | III. ECONOMICS | B. The National Economy | The student will understand that federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices. | <ul style="list-style-type: none"> <li>▪ Students will identify that fiscal policies are decisions to change spending and/or tax levels by the federal government.</li> <li>▪ Students will explain the direct and indirect effects of fiscal policy on employment, output, and interest rates.</li> <li>▪ Students will explain the relationship between federal budget deficits and the national debt.</li> <li>▪ Students will identify the functions of the Federal Reserve System and its influence on economic activity.</li> <li>▪ Students will identify the ways in which monetary policy influences employment, output, inflation, and interest rates.</li> <li>▪ Students will recognize that in the long run, inflation results from increases in the money supply, which exceed increases in the output of goods and services.</li> <li>▪ Students will explain that higher interest rates reduce business investment spending and consumer spending in housing, cars, and other major purchases.</li> </ul> |

| Grade Level | Strand         | Sub-Strand              | Standard  | Benchmarks  |
|-------------|----------------|-------------------------|---|---|
| GRADE 9-12  | III. ECONOMICS | B. The National Economy | 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. | <ul style="list-style-type: none"> <li>▪ Students will explain that real GDP (Gross Domestic Product) per capita is a measure that permits comparisons of material living standards over time and among people in different nations.</li> <li>▪ Students will identify that the productivity of workers is measured by dividing the output of goods and services by the number of hours worked.</li> <li>▪ Students will recognize that standards of living increase as the productivity of workers rises.</li> <li>▪ Students will understand that investments in physical capital (machinery, equipment, and structures), human capital (education, training, skills), and new technologies commonly increase productivity and contribute to an expansion of future economic prosperity.</li> </ul> |
| GRADE 9-12  | III. ECONOMICS | D. Essential Skills     | The student will be able to understand and use economic concepts, theories, principles and quantitative methods to analyze current events.                    | <ul style="list-style-type: none"> <li>▪ Students will use tables, graphs, equations, diagrams, and charts to interpret economic information, including the 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.</li> <li>▪ Students will evaluate the economic implications of current events as found in such sources as magazine articles, radio and television reports, editorials, and Internet sites.</li> </ul>  |