

**Minnesota Academic Standards in History and Social Studies**

**May 15, 2004**

**9:45 P.M.**

## HISTORY AND SOCIAL STUDIES

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

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

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

## Minnesota Academic Standards in History and Social Studies

### HISTORY

#### **What is History?**

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

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

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

#### **Why study History?**

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

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

<b>UNITED STATES HISTORY GRADES K - 3</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>I. U.S. HISTORY</b>	<b>A. Family Life Today and In The Past</b>	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<ol style="list-style-type: none"> <li>1. Students will compare family life in his or her community from earlier times and today.</li> <li>2. Students will compare family life in at least three distant places and times.</li> <li>3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore</li> <li>2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village</li> <li>3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers)</li> </ol>
<b>I. U.S. HISTORY</b>	<b>B. Famous People and Events in U.S. History</b>	The student will recognize people and events that made significant contributions to U.S. History.	<ol style="list-style-type: none"> <li>1. Student will know individuals and groups associated with key turning points in U.S. History.</li> </ol>	<ol style="list-style-type: none"> <li>1. George Washington and the American Revolution; Abraham Lincoln and the Civil War; Lewis and Clark and the Corps of Discovery; Susan B. Anthony and the Women's Suffrage movement; Rosa Parks and the Civil Rights movement; military veterans and service to country.</li> </ol>
<b>I. U.S. HISTORY</b>	<b>C. Many Peoples and Cultures Meet in the Making of North America</b>	The student will demonstrate knowledge of the people who settled in North America.	<ol style="list-style-type: none"> <li>1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</li> <li>2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, and Arctic; Ojibwe, Dakota</li> <li>2. Scandinavian, Spanish, Dutch, French, and English explorations, conflict, cooperation, trade, disease; Leif Eriksson; Christopher Columbus; Powhatan, Pocahontas and John Smith; Squanto and Pilgrims</li> </ol>

<b>UNITED STATES HISTORY GRADES 4 - 8</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>I. U.S. HISTORY</b>	<b>A. Pre-history through 1607</b>	The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.	<b>1.</b> Students will compare ways of life of Indian Nations from different regions of North America.	1. Iroquois, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama
<b>I. U.S. HISTORY</b>	<b>B. Pre-history through 1607</b>	The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.	<b>1.</b> Students will identify key European explorers and how their voyages led to the establishment of colonies. <b>2.</b> Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.	<b>1.</b> Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith <b>2.</b> Trading relationships, wampum, smallpox
<b>I. U.S. HISTORY</b>	<b>C. Colonization and Conflict, 1607-1780s</b>	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	<b>1.</b> Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America. <b>2.</b> Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact. <b>3.</b> Students will identify the differences and tensions between the English colonies and American Indian tribes. <b>4.</b> Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.	<b>1.</b> Religious persecution in Europe, economic opportunity, missions <b>2.</b> Plantation agriculture, maritime industries (whaling, shipping, fishing, ship building), family farming, animal husbandry <b>3.</b> Pequot War, French and Indian War

<p><b>I. U.S. HISTORY</b></p>	<p><b>D. Political Unrest and the American Revolution 1763- mid-1791</b></p>	<p>The student will demonstrate an understanding of the causes and course of the American Revolution.</p>	<p><b>1.</b> Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain.  <b>2.</b> Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.  <b>3.</b> Students will analyze the roles of key individuals and political leaders in the American Revolution.  <b>4.</b> Students will know and understand key factors and events contributing to the defeat of the British.</p>	<p><b>1.</b> The Proclamation of 1763, the Stamp Act, the Boston Tea Party, the Intolerable Acts  <b>3.</b> Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, John Hancock, Nathan Hale  <b>4.</b> Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>D. Political Unrest and the American Revolution 1763- mid-1791</b></p>	<p>The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</p>	<p><b>1.</b> Students will know and understand basic principles of the new government established by the Constitution of the United States.  <b>2.</b> Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.</p>	<p><b>1.</b> Separation of powers, three branches of government, checks and balances  <b>2.</b> Interstate commerce, Shay’s Rebellion, 3/5 Compromise, Bill of Rights</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>E. Growth and Westward Expansion, 1801-1861</b></p>	<p>The student will demonstrate knowledge of western expansion, conflict, and reform in America.</p>	<p><b>1.</b> Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.  <b>2.</b> Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.</p>	<p><b>1.</b> The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families  <b>2.</b> The reaper, the steam locomotive, construction of canals, “King Cotton” and the expansion of slavery</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>F. Civil War and Reconstruction, 1850s-1870s</b></p>	<p>The student will demonstrate knowledge of the causes of the Civil War.</p>	<p><b>1.</b> Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states’ rights, and explain how they resulted in major political compromises.  <b>2.</b> Students will identify on a map the states that seceded from the Union, and those that remained in the Union.</p>	<p><b>1.</b> Harper’s Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party, Harriet Beecher Stowe</p>

<p><b>I. U.S. HISTORY</b></p>	<p><b>F. Civil War and Reconstruction, 1850s-1870s</b></p>	<p>The student will demonstrate knowledge of major events and people of the Civil War.</p>	<p><b>1.</b> Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg.  <b>2.</b> Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.</p>	<p><b>1.</b> William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee  <b>2.</b> 13<sup>th</sup> Amendment, Reconstruction</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>G. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p>	<p><b>1.</b> Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.  <b>2.</b> Students will identify and explain racial segregation and racism, including the rise of “Jim Crow,” the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.  <b>3.</b> Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America.  <b>4.</b> Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements.</p>	<p><b>1.</b> Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations  <b>2.</b> The growth of ethnic stereotyping, American Indian boarding schools, Wounded Knee, Chinese exclusion, <i>Plessy v. Ferguson</i>  <b>3.</b> Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, The Grange  <b>4.</b> Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>H. World Wars and the Emergence of Modern America, 1900-1930s</b></p>	<p>The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.</p>	<p><b>1.</b> Students will know and understand the reasons for the Spanish-American War and its resulting impact.  <b>2.</b> Students will know and understand the United States' actions in the Pacific, and resulting international reactions.  <b>3.</b> Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.</p>	<p><b>1.</b> The Battle of Manila Bay, the annexation of the Philippines, and the rise of the U.S. as a world power  <b>2.</b> Panama Canal, the annexation of Hawaii, Boxer Rebellion, the Russo-Japanese War, and the guerilla war in the Philippines, “Banana Wars”  <b>3.</b> Tuskegee Institute, establishment of the NAACP, Ida B. Wells</p>

<p><b>I. U.S. HISTORY</b></p>	<p><b>H. World Wars and the Emergence of Modern America, 1900-1930s</b></p>	<p>The student will understand World War I, its causes and effects.</p>	<p><b>1.</b> Students will know and understand the reasons for the United States’ neutrality and delayed entry and involvement in World War I.  <b>2.</b> Students will explain Wilson's 14 Points and United States’ isolationism.</p>	<p><b>1.</b> Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania, Germany’s breaking of the Sussex Pledge  <b>2.</b> U.S. non-participation in the League of Nations and the failure of League, post-war disillusionment</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>I. A World at War, 1930s-1945</b></p>	<p>The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.</p>	<p><b>1.</b> Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal.  <b>2.</b> Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor.  <b>3.</b> Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.  <b>4.</b> Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and “Rosie the Riveter.”</p>	<p><b>1.</b> Smoot-Hawley tariff, overheated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls, WPA, CCC, role of Franklin Roosevelt  <b>2.</b> Trade restrictions on Japan, economic impacts of the Great Depression  <b>3.</b> Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge  <b>4.</b> Port Chicago, Detroit race riots, women’s military involvement (WAVEs and WACs), conversion to wartime economy</p>



<b>I. U.S. HISTORY</b>	<b>J. Post WWII Era, 1945-1980</b>	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.	<ol style="list-style-type: none"> <li>1. Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan.</li> <li>2. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.</li> <li>3. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis.</li> <li>4. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities.</li> <li>5. Students will identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO), MacArthur</li> <li>2. Development of nuclear weapons, Dumbarton Oaks Conference</li> <li>3. The presidencies of Eisenhower, Kennedy, Johnson, and Nixon</li> <li>4. Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez; the New Frontier, the NAACP, the Great Society, United Farm Workers' Movement, the women's and civil rights movements</li> <li>5. Gideon, Miranda</li> </ol>
<b>I. U.S. HISTORY</b>	<b>K. Contemporary America, 1980-present</b>	The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.	<ol style="list-style-type: none"> <li>1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.</li> <li>2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.</li> </ol>	<ol style="list-style-type: none"> <li>1. U.S. support of dissident and anti-communist movements in Central and Eastern Europe, NATO</li> <li>2. New clashes of economic, political and religious worldviews</li> </ol>
<b>UNITED STATES HISTORY GRADES 9-12</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>I. U.S. HISTORY</b>	<b>A. Indigenous People of North America</b>	The student will demonstrate knowledge of indigenous cultures in North America prior to and during western exploration.	1. Students will identify important cultural aspects and regional variations of major North American Indian nations.	1. Language groups; Mayan and Aztec architecture; regional variations of Indian agriculture, shelter forms, political organization, religion

<p><b>I. U.S. HISTORY</b></p>	<p><b>B. Three Worlds Converge, 1450-1763</b></p>	<p>The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p>	<p><b>1.</b> Students will identify the stages and motives of European oceanic and overland exploration from the 15<sup>th</sup> to the 17<sup>th</sup> centuries.  <b>2.</b> Students will describe the consequences of early interactions between Europeans and American Indian nations.  <b>3.</b> Students will describe key characteristics of West African kingdoms and the development of the Atlantic slave trade.</p>	<p><b>1.</b> Routes taken by European explorers around Africa, to the Americas, and across the Pacific, exploitation of resources, religious conflict and missions.  <b>2</b> Exchange of plants, animals, and pathogens; the impact of epidemic disease, political alliances, trade, religious conversion, treaties  <b>3.</b> Songhai, Saharan trade routes, Portuguese slave traders, rise of sugar plantations</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>B. Three Worlds Converge, 1450-1763</b></p>	<p>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p>	<p><b>1.</b> Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.  <b>2.</b> Students will identify the growing differences and tensions between the European colonies, England and American Indian Nations.</p>	<p><b>1.</b> Puritans’ “City on a Hill” in New England compared to William Penn’s Philadelphia and to Jamestown; impact of geography on regional economies and labor forms: (e.g., tobacco plantations with indentured servants and slaves, family farms, development of commerce in towns and cities)  <b>2.</b> Pequot War, French and Indian war</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>C. Three Worlds Converge, 1450-1763</b></p>	<p>The student will understand the economic development of the English colonies in North America and the exploitation of enslaved Africans.</p>	<p><b>1.</b> Students will describe and evaluate the enslavement of Africans, the Middle Passage and the use of slave labor in European colonies.</p>	<p>1. Compare slavery in North America and the Caribbean, workings of the slave trade, plantation life</p>

<p><b>I. U.S HISTORY</b></p>	<p><b>D. Revolution and the New Nation, 1763-1820</b></p>	<p>The student will demonstrate knowledge of the causes, course, and consequences of the American Revolution.</p>	<p><b>1.</b> Students will analyze the major economic, political, and philosophical conflicts leading to the American Revolution including the roles of the First and Second Continental Congresses and the Declaration of Independence.  <b>2.</b> Students will explain how and why the Americans won the war against superior British resources, analyzing the role of key leaders, major campaigns and events, and participation by ordinary soldiers and civilians.  <b>3.</b> Students will explain the impact of the Revolutionary War on groups within American society, including loyalists, patriots, women and men, Euro-Americans, enslaved and free African Americans, and American Indians.</p>	<p><b>1.</b> Consequences of Seven Years' War and the Treaty of Paris; resulting changes in English imperial policy and growth of colonial resistance; shift in governing authority to colonies; political ideas of Locke, Montesquieu, and others; Stamp Act crisis; arguments for and against independence, including loyalist perspectives; Sons of Liberty, consumer boycotts, crowd actions, petitions to Parliament, Boston Tea Party; Boston Massacre, Committees of Correspondence, writings of Tom Paine and Patrick Henry; Lexington and Concord.  <b>2.</b> Colonial militias, Continental Army; Washington, Samuel Adams, John Adams, Revere, Jefferson, Von Steuben, Cornwallis, Lafayette; Battles of Trenton, Saratoga, Yorktown; U.S. relations with France, Holland and Spain; split in the Iroquois Confederacy; Treaty of Paris  <b>3.</b> Debates over slavery, manumission, and status of free blacks and women; loyalist migration to Canada; treaties of Fort Stanwix (Iroquois) and Hopewell (Cherokee); westward movement of white settlers</p>
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<p><b>I. U.S HISTORY</b></p>	<p>E. Revolution and the New Nation, 1763-1820</p>	<p>The student will understand the foundation of the American government and nation .</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will identify and explain the basic principles that were set forth in the documents that declared the nation’s independence (the Declaration of Independence, inalienable rights and self-evident truths) and that established the new nation’s government (the Constitution).</li> <li><b>2.</b> Students will describe and evaluate the major achievements and problems of the Confederation period, and analyze the debates over the Articles of Confederation and the revision of governmental institutions that created the U.S. Constitution and the Bill of Rights, and the interpretive function of the Supreme Court.</li> <li><b>3.</b> Students will describe and explain the emergence of the first American party system.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Equality, “life, liberty, and the pursuit of happiness,” rule of law, government based on consent, republic, balance of powers, federation</li> <li><b>2.</b> The provisions of the Articles of Confederation, Northwest Ordinance; disposal of western lands, foreign relations and trade, Shays’ Rebellion, Constitutional Convention; alternative plans and compromises in drafting and approving the Constitution; Federalist and Anti-Federalist arguments; arguments about the necessity of a Bill of Rights and James Madison’s role in its adoption; John Marshall’s role in defining the function and power of the Supreme Court; pivotal cases such as <i>Marbury v. Madison</i> and <i>McCullough v. Maryland</i></li> <li><b>3.</b> Issues and ideas prompting Thomas Jefferson to form opposition party; Federalists vs. Republicans; Alien &amp; Sedition Acts; roles of Washington, John Adams, Alexander Hamilton, Aaron Burr, James Madison; impact of French Revolution</li> </ol>
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<p><b>I. U.S HISTORY</b></p>	<p><b>F. Expansion, Innovation, and Reform, 1801-1861</b></p>	<p>The student will demonstrate knowledge of the early republic and how territorial expansion affected foreign relations.</p>	<p><b>1.</b> Students will describe the causes and analyze the effects of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.  <b>2.</b> Students will analyze the impact of territorial expansion on American Indian nations and the evolution of federal and state Indian policies.  <b>3.</b> Students will analyze the causes and consequences of U.S. geographic expansion to the Pacific, including the concept of Manifest Destiny and the Mexican-American War.</p>	<p><b>1.</b> Negotiations with Napoleon and arguments for and against Louisiana Purchase; Lewis and Clark, role of Sacajewea, responses of the Jefferson and Madison administrations to English, French, and Barbary actions against U.S. shipping and sailors; embargo; military campaigns of War of 1812; conflicts between American Indians and white settlers in the Old Northwest, Tecumseh; provisions and influence of Monroe Doctrine  <b>2.</b> Treaty negotiations and land cessions, assimilation policies, war; Indian Removal Act of 1830, establishment of reservation system, tribal sovereignty; role of Andrew Jackson; the forced relocation of American Indians  <b>3.</b> Diplomatic resolution of territorial competition with Britain and Russia in the Pacific Northwest; Texas War for Independence, Alamo, and debates over annexation; causes and course of war with Mexico; Treaty of Guadalupe Hidalgo and conquest of the Southwest</p>
<p><b>I. U.S HISTORY</b></p>	<p><b>G. Expansion, Innovation, and Reform, 1801-1861</b></p>	<p>The student will understand how explosive growth (economic, demographic, geographic) and technological innovation transformed American society.</p>	<p><b>1.</b> Students will describe and analyze the impact of innovations in industry, technology and transportation on life in America.  <b>2.</b> Students will examine demographic growth and patterns of population change and their consequences for American society before the Civil War.</p>	<p><b>1.</b> Steam power, canals, railroads, telegraph, cotton gin, printing presses and publishing; photography; Lowell textile mills and factory manufacture; rise of wage labor; economic growth and boom/bust cycles (Panics of 1819, 1837, 1857); urbanization; spatial separation of residence and workplace  <b>2.</b> Irish, German, Scandinavian immigration, adaptation, assimilation; Chinese contract laborers; ethnic and cultural conflict and nativism; impact on the institution and experience of slavery of the ending of Atlantic slave trade, the cotton boom, the annexation of Mexican territory, and the forced relocation of enslaved African Americans; California Gold Rush; Oregon, Santa Fe, and Mormon Trails</p>

<p><b>I. U.S HISTORY</b></p>	<p><b>H.</b> Expansion, Innovation, and Reform, 1801-1861</p>	<p>The student will understand the sources, characteristics, and effects of antebellum reform movements.</p>	<p><b>1.</b> Students will understand the sources, characteristics and effects of cultural, religious and social reform movements, including the abolition, temperance, and women’s rights movements.</p>	<p>1. The Second Great Awakening; Millennialism, evangelical revivals and camp meetings; Underground Railroad, Frederick Douglass, William Lloyd Garrison, Angelina and Sarah Grimke, David Walker, Sojourner Truth, Harriet Tubman; 1848 Seneca Falls Convention and Declaration of Sentiments, Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony; Horace Mann, Noah Webster, and public education; General Trades Unions, Ten-Hour Movement; utopian experiments such as New Harmony, Shakers, Mormons; Transcendentalism and the American Renaissance, Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller</p>
<p><b>I. U.S HISTORY</b></p>	<p><b>H.</b> Expansion, Innovation, and Reform, 1801-1861</p>	<p>The student will understand the extension, restriction, and reorganization of political democracy after 1800.</p>	<p><b>1.</b> Students will describe and analyze changes in American political life including the spread of universal white male suffrage, restrictions on free African Americans, and the emergence of the Second Party System.</p>	<p>1. The election of Jefferson in the “Revolution of 1800”; Andrew Jackson and the “Age of the Common Man”; emergence of the national Democratic and Whig parties; nativism and “Know-Nothing” party; Workingmen’s Parties; voter participation and campaigning, rise of interest-group politics and petition campaigns</p>
<p><b>I. U.S HISTORY</b></p>	<p><b>I.</b> Civil War and Reconstruction, 1850-1877</p>	<p>The student will demonstrate knowledge of the long- and short-term causes of the Civil War</p>	<p><b>1.</b> Students will identify and explain the economic, social, and cultural differences between the North and the South.  <b>2.</b> Students will understand and analyze the political impact of debates over slavery and growing sectional polarization in key events including the Missouri Compromise, the Compromise of 1850 and the Fugitive Slave Law, the rise of the Republican party, the Southern secession movement and the formation of the Confederacy.</p>	<p><b>1.</b> Sectional differentiation in industrial development, urbanization, agricultural systems, demographic characteristics  <b>2.</b> Nullification Crisis (impact of tariff policy on issue of states’ rights and sectional differences), Nat Turner’s rebellion, debates over “free labor” and proslavery ideologies, annexation of Texas and Mexican territory, Lincoln-Douglas debates, breakdown of Second Party System, <i>Dred Scott</i> decision, <i>Uncle Tom’s Cabin</i>, Bleeding Kansas, John Brown’s raid, presidential election of 1860; Henry Clay, John C. Calhoun</p>

<p><b>I. U.S HISTORY</b></p>	<p><b>I. Civil War and Reconstruction, 1850-1877</b></p>	<p>The student will understand the course, character, and outcome of the Civil War.</p>	<p><b>1.</b> Students will identify events and leaders of the war, and analyze how the differences in resources of the Union and Confederacy (economy, technology, demography, geography, political and military leadership) affected the course of the war and Union victory.  <b>2.</b> Students will describe and explain the social experience of the war on battlefield and home front, in the Union and the Confederacy.  <b>3.</b> Students will analyze the significance of Lincoln’s Gettysburg Address and its views of American political life.</p>	<p><b>1.</b> Fort Sumter, Manassas/Bull Run, Gettysburg, Vicksburg, Appomattox; Emancipation Proclamation; Union industrial capacity, “total war” strategy, rifles, earthworks, blockades; Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, William T. Sherman, Robert E. Lee, Stonewall Jackson.,  <b>2.</b> Confederate soldiers, Union soldiers, African American military units, immigrant military units, contrabands, northern race riots, draft riots, southern food riots, women’s home front efforts, U.S. Sanitary Commission, Cherokee participation with Confederacy</p>
<p><b>I. U.S HISTORY</b></p>	<p><b>I. Civil War and Reconstruction, 1850-1877</b></p>	<p>The student will demonstrate knowledge of the consequences of Civil War and Reconstruction.</p>	<p><b>1.</b> Students will describe the content of and reasons for the different phases of Reconstruction, and analyze their successes and failures in transforming social and race relations.  <b>2.</b> Students will understand and explain the political impact of the war and its aftermath in Reconstruction, including emancipation and the redefinition of freedom and citizenship, expansion of the federal bureaucracy; expansion of federal authority and its impact on states’ rights.</p>	<p><b>1.</b> Union occupation, African Americans’ efforts for economic and political improvements, Freedmen’s Bureau, Presidential Reconstruction, Radical Reconstruction, “redemption” and the reemergence of white supremacy in the South, rise of the Ku Klux Klan  <b>2.</b> Emancipation Proclamation, Gettysburg Address, curbs on wartime civil liberties; issues of citizenship, enfranchisement, political participation; 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution, debates over them, and interpretations of them by the Supreme Court</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will analyze the process of Westward Expansion in the late 19<sup>th</sup> Century.</p>	<p><b>1.</b> Students will demonstrate knowledge of the effects of post-Civil War westward expansion including the resulting conflicts with American Indian nations.</p>	<p>1. Transcontinental railroad, Morrill Land Act, Plains Indian Wars, Dawes Act of 1887, Wounded Knee, Carlisle Indian Industrial School, White Earth reservation, industrial mining in the southwest and Midwest (Iron Range)</p>

<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will describe and analyze the linked processes of industrialization and urbanization after 1870.</p>	<p><b>1.</b> Students will demonstrate knowledge about how the rise of corporations, heavy industry, and mechanized farming transformed the American economy, including the role of key inventions and the growth of national markets.  <b>2.</b> Students will demonstrate knowledge of the rapid growth of cities and the transformation of urban life, including the impact of migration from farms and new technologies, the development of urban political machines, and their role in financing, governing, and policing cities.</p>	<p><b>1.</b> The Bessemer Steel Process and barbed wire; business leaders such as James J. Hill, John Deere, J.P. Morgan, John J. Rockefeller, and Andrew Carnegie; impact of railroads, agricultural productivity and mechanized farming, factories; new forms of marketing and advertising, trusts; Mark Twain, Ashcan school of painting, Stephen Crane; Sears catalog  <b>2.</b> Street lights and trolley cars, the Tweed Ring; the new middle class Victorian culture; architecture and literature</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will demonstrate knowledge of the causes and consequences of immigration to the United States from 1870 to the first World War.</p>	<p><b>1.</b> Students will demonstrate knowledge of the massive wave of “New” immigration after 1870, its differences from the “Old” immigration, and its impact on new social patterns, conflicts, and ideas of national unity.</p>	<p>1. Ellis Island; Angel Island; ethnic enclaves; “Melting Pot” idea, 1882 Chinese Exclusion Act</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will understand the origins of racial segregation.</p>	<p><b>1.</b> Students will demonstrate knowledge of the imposition of racial segregation, African American disfranchisement, and growth of racial violence in the post-reconstruction South, the rise of “scientific racism,” and the debates among African-Americans about how best to work for racial equality.</p>	<p>1. “Scientific” theories of race in the late 19<sup>th</sup> Century; “Jim Crow” laws in southern states; Poll Tax, literacy test, Grandfather Clause; founding of the Ku Klux Klan; Ida B. Wells-Barnett, W.E. B. DuBois, Booker T. Washington, <i>Plessey v. Ferguson</i>; anti-Chinese movement in the west and the rise of lynching in the south</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will describe how industrialization changed nature of work and the origins and role of labor unions in the 1870s, 1880s, and 1890s.</p>	<p><b>1.</b> Students will demonstrate knowledge about how the rise of industry changed the nature of work in factories, the origins of labor unions, and the role of state and federal governments in labor conflicts.</p>	<p>1. The shift from workshop to factory; Knights of Labor, Samuel Gompers and the American Federation of Labor; Railroad Strike of 1877; Homestead; Haymarket bombing 1886; 8 work hour day; Pullman strike 1894</p>



<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will understand the changing dynamics of national politics in the late 19<sup>th</sup> Century.</p>	<p><b>1.</b> Students will demonstrate knowledge about the ways the American people responded to social, economic, and political changes through electoral politics and social movements such as populism and temperance.</p>	<p>1. Monetary policy; Greenbacks, Gold Standard, tariffs; Depressions of 1873-79 and 1893-97, Farmer’s Alliance, Grange movement, Populist Party, Omaha Platform of 1892, 1896 election, free silver, William McKinley, William Jennings Bryan, Eugene V. Debs, Frances Willard and the Women’s Christian Temperance Union (WCTU), Elizabeth Cady Stanton, Susan B. Anthony, National American Woman Suffrage Association, women’s suffrage (19<sup>th</sup> Amendment)</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>J. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will understand the causes and consequences of American expansionism and the Spanish-American War.</p>	<p><b>1.</b> Students will examine the causes of the Spanish-American war and analyze its effects on foreign policy, national identity, and the debate over the new role of America as a growing power in the Pacific and Latin America.</p>	<p>1. Hawaii; Alfred Thayer Mahan’s theory about the importance of controlling the seas; Cuba; Filipino insurrection; Puerto Rico; Admiral Dewey; Roosevelt Corollary to the Monroe Doctrine; Yellow Press; William R. Hearst, intervention in the Boxer Rebellion</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>K. The Emergence of Modern America, 1890-1930</b></p>	<p>The student will analyze the wide range of reform efforts known as Progressivism between 1890 and the first World War.</p>	<p><b>1.</b> Students will demonstrate knowledge of how Progressives addressed problems of industrial capitalism, urbanization, and political corruption.  <b>2.</b> Students will analyze the debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19<sup>th</sup> Amendment granting women the right to vote.</p>	<p><b>1.</b> Jane Addams and the settlement house; Florence Kelley; Upton Sinclair and muckrakers, Ida Tarbell; Conservation, “planned use,” and the origins of the national forest service; Preservationism (Yellowstone National Park, 1890; Sierra Club 1892); Robert LaFollette; city manager system; civil service reform; initiative and referendum; Progressive Party and Theodore Roosevelt; Woodrow Wilson’s “New Freedom”; income tax (16<sup>th</sup> Amendment); Sherman Antitrust Act, direct election of senators (17<sup>th</sup> Amendment)  <b>2.</b> National American Woman Suffrage Association, Carrie Chapman Catt and the ‘winning plan’; The Woman’s Party, Alice Paul</p>

<p><b>I. U.S. HISTORY</b></p>	<p><b>K.</b> The Emergence of Modern America, 1890-1930</p>	<p>The student will understand the causes and consequences of World War I.</p>	<p><b>1.</b> Students will analyze the causes of World War I and identify key people, major events, and the war's impact on American foreign and domestic policy.</p>	<p>1. Isolationism, Gentleman's Agreement; Neutrality; Woodrow Wilson's 14 Points; Submarine warfare and the Lusitania; Zimmerman telegram, Selective Service Act, German American loyalty tests, Alvin York, Sussex Pledge; Russian Revolution; Versailles Treaty</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>K.</b> The Emergence of Modern America, 1890-1930</p>	<p>The student will understand how the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression.</p>	<p><b>1.</b> Students will analyze how developments in industrialization, transportation, communication, and urban mass culture changed American life.  <b>2.</b> Students will describe key social changes related to immigration, social policy, and race relations.  <b>3.</b> Students will examine the changing role of art, literature and music in the 1920s and 30s.</p>	<p><b>1.</b> Scientific Management, assembly lines, Henry Ford, Thomas Edison; radio and movies  <b>2.</b> Red Scare; Normalcy; National Origins Act, 1924; Ku Klux Klan; Garveyism; Prohibition; Scopes Trial; African American migration to the North, American Indian reform, and Mexican immigration  <b>3.</b> Jazz Age, the "lost generation," F. Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, Gertrude Stein, Louis Armstrong, Edward Hopper; Harlem Renaissance</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>L.</b> The Great Depression and World War II, 1929-1945</p>	<p>The student will understand the origins and impact of Great Depression and the New Deal, 1929-1940.</p>	<p><b>1.</b> Students will demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.  <b>2.</b> Students will demonstrate knowledge of how the New Deal addressed the Great Depression and transformed American federalism.</p>	<p><b>1.</b> Economic policies of Harding and Coolidge administrations; stock market crash 1929; President Herbert Hoover, Reconstruction Finance Corporation; Dust Bowl, Okies; urban and rural family life in the Depression  <b>2.</b> Franklin Roosevelt, Eleanor Roosevelt; First New Deal (NRA); Second New Deal; Social Security Act, Wagner Act, TVA; Indian New Deal; Federal Reserve; CIO, sit-down strikes; Court Packing; Frances Perkins</p>

<p><b>I. U.S. HISTORY</b></p>	<p><b>M.</b> The Great Depression and World War II, 1929-1945</p>	<p>The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.</p>	<p><b>1.</b> Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict.  <b>2.</b> Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed.  <b>3.</b> Students will describe the impact of the war on people such as women, African Americans and Japanese Americans.</p>	<p><b>1.</b> Treaty of Versailles, Hitler, Mussolini and the rise of fascism in Germany and Italy; breakdown of the League of Nations; Good Neighbor Policy; Isolationism; Japanese militarism, Lend Lease; Pearl Harbor  <b>2.</b> European Theater: Battle of Britain, the “second front,” Normandy Invasion; Holocaust and the Nuremberg Trials; Pacific Theater: Battle of Midway, Okinawa and the Philippines; The Big Three: Roosevelt, Churchill, Stalin; Yalta; Harry Truman; Hiroshima and Nagasaki; United Nations  <b>3.</b> Japanese internment; women in the workplace, “Rosie the Riveter,” Roosevelt’s Fair Employment Executive Order, the Bracero Program, and African Americans in labor force</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>N.</b> Post-War United States, 1945-1972</p>	<p>The student will understand the social and economic changes in the United States, 1945-1960</p>	<p><b>1.</b> Students will demonstrate knowledge of social transformation in post-war United States.  <b>2.</b> Students will understand the post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations.</p>	<p><b>1.</b> Sputnik and education reform, mass media (TV and movies); beatniks; integration of the military; school desegregation, Betty Friedan  <b>2.</b> Demobilization and economic reconversion; GI Bill; baby boom, suburbanization; growth of the middle class; Coca Cola, Inc., Teamsters</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>N.</b> Post-War United States, 1945-1972</p>	<p>The student will understand the Cold War, its causes, consequences and its military conflicts.</p>	<p><b>1.</b> Students will demonstrate knowledge of key events of the Cold War and the causes and consequences of the Korean War.  <b>2.</b> Students will analyze America’s involvement in the Vietnam War.</p>	<p><b>1.</b> Iron Curtain; Truman Doctrine; Marshall Plan; Chinese Revolution 1949; United Nations; Containment; Korean Conflict; Suez Crisis; Hungarian uprising 1956; Mutually assured destruction; Berlin Wall; Berlin airlift, Third World: Cold War politics in Africa, Asia, the Caribbean and the Middle East; Cuban Revolution 1959; Cuban Missile Crisis  <b>2.</b> Gulf of Tonkin Resolution, 1964; Domino Theory; Tet Offensive; bombing campaigns in Laos and Cambodia; Paris Peace Accord, 1973; dissent: draft resisters, Vietnam Vets Against the War, media</p>

<p><b>I. U.S. HISTORY</b></p>	<p><b>N. Post-War United States, 1945-1972</b></p>	<p>The student will understand the key domestic political issues and debates in the postwar era to 1972.</p>	<p><b>1.</b> Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations.  <b>2.</b> Students will analyze provisions of Kennedy’s New Frontier and Johnson’s Great Society.  <b>3.</b> Students will analyze the impact of the foreign and domestic policies of Nixon.</p>	<p><b>1.</b> Fair Deal; McCarthyism; Modern Republicanism; Military-Industrial Complex, <i>Brown v. Board of Education</i>; Montgomery Bus Boycott; Martin Luther King, Jr. and Non-Violence; Little Rock  <b>2.</b> Space race, Civil Rights Act, 1964; Voting Rights Act, 1965; War on Poverty; Immigration Reform Act, 1965  <b>3.</b> Environmental Protection Agency, 1970; Watergate, Détente, Nixon’s visit to China</p>
<p><b>I. U.S. HISTORY</b></p>	<p><b>N. Post-War United States, 1945-1972</b></p>	<p>The student will understand the changes in legal definitions of individual rights in the 1960 and 1970s and the social movements that prompted them.</p>	<p><b>1.</b> Students will demonstrate knowledge of the “rights revolution” including the civil rights movement, women’s rights movements, expansion of civil liberties, and environmental and consumer protection.</p>	<p>1. Thurgood Marshall and the NAACP; sit-ins; Freedom Rides; Martin Luther King, Jr., Malcolm X; Fannie Lou Hamer, Mississippi Freedom Democratic Party; race riots (Detroit, Los Angeles, Washington, Minneapolis); Ralph Nader; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; Rachel Carson, <i>Silent Spring</i>; Earth Day, 4/22/70; Clean Air Act; American Indian Movement; Equal Rights Amendment; Phyllis Schlafley; Title VII, Title IX, Equal Credit Act;; Affirmative Action; <i>Bakke</i> decision, 1978</p>

<b>I. U.S. HISTORY</b>	<b>O.</b> Contemporary United States, 1970 to the present	The student will understand the evolution of foreign and domestic policy in the last three decades of the 20 <sup>th</sup> Century and the beginning of the 21 <sup>st</sup> Century.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H. W. Bush, and Clinton, George W. Bush administrations.</li> <li>2. Students will demonstrate knowledge of economic, social, and cultural developments in contemporary United States.</li> <li>3. Students will know and describe the political and economic policies that contributed to the collapse of the Soviet Union and the end of the Cold War.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inflation and recession; rise of the New Right; defeat of the ERA; supply side economics; the “Reagan Revolution”; Americans with Disabilities Act, 1990; Violence Against Women Act, 1994; NAFTA, the Patriot Act, Detente, Nixon’s visit to China; Iran Hostage Crisis; national sovereignty; collapse of communism in Eastern Europe and USSR: Glasnost; Iran Contra affair; First Iraq war; 9-11; Afghanistan, Taliban, Osama Bin-Laden; War on Terrorism; second Iraq War</li> <li>2. Inflation, recession; labor force participation of women and minorities; shift to service economy; “culture wars;” computer revolution; information economy; new immigration in the 1970s, 80s, and 90s; terrorism &amp; civil liberties</li> <li>3. Glasnost, Perestroika, Reagan’s “Tear Down This Wall” speech</li> </ol>
<b>MINNESOTA HISTORY GRADES 4-8</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>II. MINNESOTA HISTORY</b>	<b>A.</b> Pre-Contact to 1650	The student will demonstrate knowledge of Minnesota’s indigenous peoples.	<ol style="list-style-type: none"> <li>1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.</li> <li>2. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paleo-Indian, Eastern Archaic, Woodland, Mississippian cultures</li> <li>2. Seasonal and semi-nomadic lifestyles, concepts of time, woodland vs. plains culture, Ojibwe migration, historical controversy about Kathio battle, role of oral history, myths and traditions</li> </ol>

<p><b>II.</b> MINNESOTA HISTORY</p>	<p><b>B.</b> Contact and Fur Trade 1600-1810</p>	<p>The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.</p>	<p><b>1.</b> Students will describe how early explorers and fur traders affected the development of Minnesota. <b>2.</b> Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</p>	<p><b>1.</b> Establishment of fur trade posts, military forts, religious missions; explorers Jean Nicolet, Sieur de Radisson, Sieur de Luth, Louis Jolliet, Father Jacques Marquette, Father Louis Hennepin, Pierre Charles Le Seur, Zebulon Pike, John Sayer, Henry Sibley, George Bonga <b>2.</b> Exchange of goods in the fur trade; role of women in the fur trade; impact of early missionaries on Dakota and Ojibwe; economic impact of fur trade in Europe; impact of wars and treaties on control of the fur trade</p>
<p><b>II.</b> MINNESOTA HISTORY</p>	<p><b>C.</b> Early Settlement and Statehood 1810-1860</p>	<p>The student will know and understand the factors that led to rapid settlement of Minnesota in the 19<sup>th</sup> Century and the changes the new Minnesotans brought with them.</p>	<p><b>1.</b> Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes. <b>2.</b> Students will describe the process of Minnesota’s becoming a territory and then a state. <b>3.</b> Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.</p>	<p><b>1.</b> Arrival of early immigrants, Josiah Snelling, Henry Sibley, Alexander Ramsey, Harriet Bishop, James Goodhue, early agriculture, rise of timber industry, importance of rivers and steamboats, coming of the railroad, missionaries <b>2.</b> Northwest Ordinance of 1787, establishment of Minnesota Territory in 1849, Minnesota statehood in 1858, adoption of state constitution <b>3.</b> Legal status of treaties as “supreme law of the land;” major treaties with the Dakota and Ojibwe (especially those in 1805, 1837, 1851, 1858); Lawrence Taliaferro and the Indian Agency at Fort Snelling; Inkpaduta’s raid</p>
<p><b>II.</b> MINNESOTA HISTORY</p>	<p><b>D.</b> Civil War and Dakota War 1860-1864</p>	<p>The student will know and understand Minnesota’s role in the Civil War and the impact of the Dakota War of 1862.</p>	<p><b>1.</b> Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes. <b>2.</b> Students will describe Minnesota’s role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment. <b>3.</b> Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.</p>	<p><b>1.</b> Dred and Harriet Scott, Eliza Winston, Jane Grey Swisshelm, Republican Party; First Minnesota Regiment; soldier’s aid societies <b>2.</b> Battle at Gettysburg, Battle of Missionary Ridge, <b>3.</b> Settlement of treaty lands, Christianized Dakota, role of traders, government agents, and missionaries, Battle of New Ulm, hangings at Mankato, Dakota encampment at Fort Snelling, Bishop Henry Whipple, Little Crow, Big Eagle, Dakota diaspora</p>

<p><b>II.</b> MINNESOTA HISTORY</p>	<p><b>E.</b> Industrial Era 1865-1914</p>	<p>The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.</p>	<p><b>1.</b> Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture).  <b>2.</b> Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.  <b>3.</b> Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.</p>	<p><b>1.</b> Charles Pillsbury, James J. Hill, Frederick Weyerhaeuser, the Merritt Brothers, Henry Oliver, Laura Ingalls Wilder, Oliver Kelley, Bonanza Farms, Homestead Act, middlings purifier, harnessing St. Anthony falls, railroads, foreign immigration, mechanized agriculture, allotment of American Indian land; lumberjacks, mill workers, farmers, Hinckley fire; forestry reform; early labor unions, logging dams, damage to wild rice beds, movement of American Indians to cities  <b>2.</b> Lives of lumberjacks, mill workers, and farmers; growth of industry in Minneapolis and St. Paul; Hinckley fire and forestry reform; early labor unions, logging dams and damage to wild rice beds, movement of American Indians to cities  <b>3.</b> Public health, women's suffrage, allotment of American Indian lands, Indian boarding schools, missionaries, Amanda Lyles, Eva McDonald Valesh, Clara Ueland, Gov. Samuel Van Sant, C.C. Andrews, rise of the Farmer-Labor Party</p>
<p><b>II.</b> MINNESOTA HISTORY</p>	<p><b>F.</b> World Wars I and II, and the Interwar period, 1914-1945</p>	<p>The student will know and understand the impact on Minnesota of World War I and World War II, as well as the social and economic changes of the 1920s and the 1930s.</p>	<p><b>1.</b> Students will understand the issues that Minnesotans faced during World War I and how they responded to them.  <b>2.</b> Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.  <b>3.</b> Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.</p>	<p><b>1.</b> Attitudes of German-Americans, Gov. J.A. Burnquist, Louis A. Fritsche, Minnesota Commission of Public Safety, Minnesota soldiers in France, women &amp; home front  <b>2.</b> Charles Lindbergh, F. Scott Fitzgerald, Sinclair Lewis, Andrew Volstead, Prohibition, John Dillinger, Frank B. Kellogg, Gov. Floyd B. Olson, Gov. Harold E. Stassen, Indian Citizenship Act of 1924, Indian Civilian Conservation Corps, Farm Holiday Association, 1934 Minneapolis Coal Truckers' Strike  <b>3.</b> Wartime industries, supporting the home front, Minnesota soldiers, Fort Snelling language school, P.O.W. camps, internment of conscientious objectors in Sandstone prison</p>

<p><b>II.</b> MINNESOTA HISTORY</p>	<p><b>G.</b> Post-World War II to the Present</p>	<p>The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20<sup>th</sup> Century through the present, and analyze the impact of those changes.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.</li> <li><b>2.</b> Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.</li> <li><b>3.</b> Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.</li> <li><b>4.</b> Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Cold War, Civil Right's Movement, Women's Movement, American Indian Movement, Coya G. Knutson, Mayo Clinic, Warren Burger, Harry A. Blackmun, Eugene McCarthy, Hubert H. Humphrey, Walter Mondale, Rosalie E. Wahl, Marge Anderson, Roy Wilkins, Cap Wigington, Dennis Banks, Sigurd F. Olson, Nellie Stone Johnson, Minnesota artists, reaffirmation of sovereign treaty rights for the Dakota and Ojibwe</li> <li><b>2.</b> Hispanic, African and Southeast Asian immigrants, growth of suburbs, rural population loss</li> <li><b>3.</b> Comparisons of ethnic, religious, and cultural heritage role of Minnesota industries in national and world trade, Minnesota as a tourist destination, recognizing the role of the past in shaping the future</li> <li><b>4.</b> Taconite mining, Boundary Water Canoe Area Wilderness, Southdale Mall, consolidation of agriculture, wind farming</li> </ol>
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<b>WORLD HISTORY GRADES K-3</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>III. WORLD HISTORY</b>	<b>A. Family Life Today and in the Past</b>	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<ol style="list-style-type: none"> <li>1. Students will compare family life in their own communities from earlier times and today.</li> <li>2. Students will compare family life in at least three distant places and times.</li> <li>3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore.</li> <li>2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village.</li> <li>3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).</li> </ol>
<b>III. WORLD HISTORY</b>	<b>B. Civilizations in World History</b>	The student will demonstrate knowledge of the historical development of past cultures around the world.	Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.	China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali
<b>III. WORLD HISTORY</b>	<b>C. Famous People in World History</b>	The student will recognize individuals or groups that have shaped the world	Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.	Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie
<b>III. WORLD HISTORY GRADES 4-8</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>

<b>III. WORLD HISTORY</b>	<b>A. Beginnings of Human Society</b>	The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.	<ol style="list-style-type: none"> <li>1. Students will describe the migration of people from Africa to other world regions.</li> <li>2. Students will describe the development of agriculture and its effect on human communities.</li> <li>3. Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.</li> <li>4. Students will describe significant historical achievements of various cultures of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade</li> <li>2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia</li> <li>3. Origin stories, legends, myths, stories of heroism, folk tales</li> <li>4. Invention of the wheel, agriculture, iron tools, governmental structures, city-building, art and architecture, writing, textile production</li> </ol>
<b>III. WORLD HISTORY</b>	<b>B. Classical Civilizations and World Religions 1000 BC - 600 AD</b>	The student will describe classical civilizations in Africa, Asia, and Mesoamerica.	<ol style="list-style-type: none"> <li>1. Students will describe the emergence of states in Sub-Saharan Africa and explains how iron working diffused in Africa.</li> <li>2. Students will describe how the Chinese Empire was united.</li> <li>3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.</li> <li>4. Students will describe and compare major religious systems and practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mwenemutapa, Ghana, Mali, Songhae, family ties, matrilineal descent, Kush, King Ezana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe</li> <li>2. Warring States Period, dynasties of Zhou, Qin and Han (including Han consolidation of empire), Wudi, Qin Shi Huangdi, Yamato, Confucious, Confucism, Laozi, Daoism, Great Wall</li> <li>3. Mesoamerican civilization of Olmec, Teotihuacan, and Maya, including the domestication of maize, calendar, glyphic writing, sculpture, and monumental building</li> <li>4. Judaic monotheism, Greek and Roman religions, early Christianity, the origins of Buddhism; Hinduism</li> </ol>
<b>III. WORLD HISTORY</b>	<b>C. Classical Civilizations and World Religions 1000 BC - 600 AD</b>	The student will describe classical civilizations in Europe and the West.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.</li> <li>2. Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Architecture, sculpture, myths, dramas; free/slave labor; Greek democracy; religion and mythology</li> <li>2. Architecture, sculpture, myths, free/slave labor; Roman Republic; religion and mythology</li> </ol>

<b>III. WORLD HISTORY</b>	<b>D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD - 1500 AD</b>	The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.	<ol style="list-style-type: none"> <li>1. Students will analyze the spread of Islamic civilization to western Europe, India and Africa.</li> <li>2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.</li> <li>3. Students will describe the formation of states in sub-Saharan Africa and the Americas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Islamic law, family life, government, architecture, science</li> <li>2. Buddhism and Confucianism, Chinese conquest of Vietnam; relations between China and Japan, China and Indian Ocean exploration</li> <li>3. Ethiopia, Ghana, Zimbabwe, Mali, Benin; Swahili towns, Aztec Empire, Anasazi, Pueblos, Mayans, Incas</li> </ol>
<b>III. WORLD HISTORY</b>	<b>E. Western Civilizations, Renaissance and Reformation 1000 AD - 1700 AD</b>	The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the Renaissance in Europe.</li> <li>2. Students will demonstrate knowledge of the age of exploration.</li> <li>3. Students will demonstrate knowledge of the Reformation including important figures of the era.</li> <li>4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17<sup>th</sup> Century, including the Enlightenment.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Rebirth" of ideas from ancient Greece and Rome, Erasmus, Leonardo da Vinci, Michelangelo, Francis Bacon</li> <li>2. Trade, the growth of empires and competition between nations, explorers from Northern Europe and Southern Europe, the roles of Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam, and indigenous religious traditions</li> <li>3. Martin Luther, Pope Leo X, John Calvin, Henry VIII, Loyola</li> <li>4. Galileo Newton, Louis XIV, Peter the Great, Locke, Voltaire, Rousseau, Adam Smith</li> </ol>
<b>III. WORLD HISTORY</b>	<b>F. World Civilizations, Toward a Global Culture, 1500 - 1770 AD</b>	The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	<ol style="list-style-type: none"> <li>1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.</li> <li>2. Students will describe early European explorations, settlements, and empires.</li> <li>3. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.</li> <li>4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.</li> <li>5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trade routes; products such as spices, silk, gold</li> <li>2. Portuguese, Dutch, Spanish; responses of Ottomans, Indians, Chinese, Japanese, Vietnamese, and indigenous groups in the Americas and Africa to European presence in Indian Ocean and Americas</li> <li>3. Zheng He voyages, invasion of Mongolia, annexation of Annam, maritime prohibitions</li> <li>4. West African states, Atlantic slave trade, opposition to slave trade</li> <li>5. Slavery, indentured servitude, overpopulation, colonial settler movements, voluntary migration</li> </ol>

<b>III. WORLD HISTORY</b>	<b>G. Western Civilizations, Age of Revolution and Reaction, 1640-1920 AD</b>	The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.	<b>1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.</b>	<b>1. Imperialism, mercantile economies; policies in Africa, Asia, America; social consequences, slave trade</b>
<b>WORLD HISTORY GRADES 9-12</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>III. WORLD HISTORY</b>	<b>A. Beginnings of Human Society and Early Civilizations, to 1000 BC</b>	The student will demonstrate knowledge of the earliest human societies and the processes that led to the emergence of agricultural societies around the world.	<b>1. Students will analyze the biological, cultural, geographic, and environmental processes that gave rise to the earliest human communities. 2. Students will describe innovations that gave rise to developed agriculture and permanent settlements and analyze the impact of these changes.</b>	<b>1. Fishing, hunting, gathering; nomadic civilizations 2. Stone and wood tools, fire, language, art, agriculture, role of women, pottery, cloth (wool/flax), specialization</b>
<b>III. WORLD HISTORY</b>	<b>A. Beginnings of Human Society and Early Civilizations, to 1000 BC</b>	The student will demonstrate knowledge of the major characteristics of civilization and the process of its emergence.	<b>1. Students will locate various civilizations of the era in time and place, and describe, and, Israel compare the cultures of these various civilizations. 2. Students will analyze the spread of agricultural societies, and population movements.</b>	<b>1. Egyptian, Mesopotamian, Indus River Valley, Shang Dynasty, Babylonian, Assyrian, Minoan 2. Mycenaean, Israel, and various others, Mesopotamia, Egypt, Indus River, China, and the later civilizations of the Middle East, including ancient Israel</b>
<b>III. WORLD HISTORY</b>	<b>B. World Civilizations and Religions, 1000 BC - 500 AD</b>	The student will demonstrate knowledge of ancient civilizations in South and East Asia.	<b>1. Students will locate various civilizations of the era in India, China, Korea and Japan, and describe their structures and interactions.</b>	Aryan civilization, Mohenjo-daro, Ashoka, Zhou, Qin and Han dynasties, Yamato, Vedas, Hinduism, Buddha, Buddhism, caste system, Confucius, Confucianism, Laozi, Daoism, precursors to the Great Wall; cultural universals of economic, political, social, religious, philosophical, and technological characteristics
<b>III. WORLD HISTORY</b>	<b>B. World Civilizations and Religions, 1000 BC- 500</b>	The student will demonstrate knowledge of ancient African civilizations.	<b>1. Students will locate various African civilizations and describe their structures and ways of living.</b>	Africa: Kush, Meroe, use of iron, ocean-going trade

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<b>III. WORLD HISTORY</b>	<b>B. World Civilizations and Religions, 1000 BC - 500 AD</b>	The student will demonstrate knowledge of ancient Mesoamerican and South American civilizations.	<b>1.</b> Students will locate various Mesoamerican and South American civilizations and describe their structures and ways of living.	Mesoamerica: Olmecs, Maya, maize cultivation, astronomy and calendars, glyphic writing, monumental building; South America: Chavin, Moche, Nazca; gold, pottery and textiles; monumental building
<b>III. WORLD HISTORY</b>	<b>B. World Civilizations and Religions, 1000 BC - 500 AD</b>	The student will demonstrate knowledge of ancient Greek civilization and its influence throughout Eurasia, Africa and the Mediterranean.	<b>1.</b> Students will analyze the influence of geography on Greek economic, social, and political development, and compare the social and political structure of the Greek city-states with other contemporary civilizations. <b>2.</b> Students will analyze the influence of Greek civilization beyond the Aegean including the conflicts with the Persian empire, contacts with Egypt and South Asia, and the spread of Hellenistic culture throughout the Mediterranean.	<b>1.</b> Mediterranean Sea, mountain barriers, coastal colonies, Black Sea, Trojan War, role of slavery, significance of citizenship, democracy, Solon, Lycurgus <b>2.</b> Marathon, Salamis, Plataea, Thermopylae, Persian and Peloponnesian Wars, Alexander the Great, Greek drama, philosophy, poetry, history, sculpture, architecture, science, mathematics, politics and ethics, Plato, Socrates, Aristotle, Philip II, Euclid, Eratosthenes, Ptolemy, Hippocrates, Zeno
<b>III. WORLD HISTORY</b>	<b>B. World Civilizations and Religions, 1000 BC - 500 AD</b>	The student will demonstrate knowledge of ancient Rome from about 500 BC to 500 AD and its influence in relation to other contemporary civilizations.	<b>1.</b> Students will analyze the influence of geography on Roman economic, social and political development, and compare its social and political structure to other contemporary civilizations. <b>2.</b> Students will compare Roman military conquests and empire building with those of other contemporary civilizations. <b>3.</b> Students will analyze the influence of Roman civilization, including the contacts and conflicts with it and other peoples and civilizations in Eurasia, Africa and the Near East. <b>4.</b> Students will compare the disintegration of the Western Roman Empire with the fate of other contemporary empires.	<b>1.</b> Geographic location, Etruscans Patricians, Plebeians, freedmen, slaves, law, Senate, army, state <b>2.</b> Marius, Sulla, Cicero, Julius and Augustus Caesar, Livia, Cleopatra, Bouddica, Punic Wars, Great Jewish War, Constantine <b>3.</b> Hellenism, Latin, Art and architecture, engineering and science, medicine, literature and history, language, religious institutions, and law. Roman interactions with Hispania, Carthage, Gaul, Egypt, the Germanic peoples of Europe <b>4.</b> Migration, cultural assimilation and conflict, religious tensions, population decline, tax problems, over-extended empire, greed and corruption, mercenary army

<b>III. WORLD HISTORY</b>	<b>C. World Civilizations and Religions, 1500 BC - 700 AD</b>	The student will demonstrate knowledge of the history and rise of major world religions.	<b>1. Students will understand the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, as well as indigenous religious traditions.</b>	
<b>III. WORLD HISTORY</b>	<b>D. Early Medieval &amp; Byzantium, 400 AD - 1000 AD</b>	The student will demonstrate knowledge of the Byzantine Empire.	<b>1. Students will describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event. 2. Students will describe Byzantine culture and examine disputes and why they led to the split between Eastern and Western Christianity.</b>	<b>1. Byzantium, Constantine 2. Architecture, Hagia Sophia, Christian Orthodoxy, Icons</b>
<b>III. WORLD HISTORY</b>	<b>D. Early Medieval &amp; Byzantium, 400 AD - 1000 AD</b>	The student will demonstrate knowledge of Europe during the Middle Ages from about 500 to 1000 AD in terms of its impact on Western civilization.	<b>1. Students will describe the spread and influence of Christianity throughout Europe and analyze its impact. 2. Students will explain the structure of feudal society and analyze how it impacted all aspects of feudal life.</b>	<b>1. Catholic Church, monasticism, schism 2. Vassals, Fiefs, Manor Serf, Knight, Investiture, Lords, homage, Frankish kings, and Age of Charlemagne</b>
<b>III. WORLD HISTORY</b>	<b>E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD</b>	The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 AD.	<b>1. Students will identify historical turning points that affected the spread and influence of Islamic civilization, including disputes that led to the split between Sunnis and Shi'ah (Shi'ites). 2. Student will explain significant features of the Islamic culture during this period.</b>	<b>1. The Caliphate, Battle of Tours, Conquest of Spain, Slave soldiers 2. Science, literature, architecture, schools of law</b>
<b>III. WORLD HISTORY</b>	<b>E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD</b>	The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns.	<b>1. Students will describe the influence of geography on the cultural and economic development of Japan, China, Southeast Asia and India. 2. Students will describe the influence of geography on the cultural and economic development of the African kingdoms of Ghana, Mali and Songhai.</b>	<b>1. Sui dynasty, Tang dynasty, Nara, Heian, Silla, , Samurai, bushido, shogun, Shinto, Genghis Khan, Kublai Khan, Song, Ming, Delhi Sultanate, Tamerlane, Sikhs, Khmer kingdom, Pagan in Burma, Majapahit on Java, Angkor Wat, Mahayana Buddhism, Theravada Buddhism, Tale of Genji; Silk Road, Marco Polo 2. Kush, King Ezana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe, Axum, Bantu migrations, Sahara salt caravans, Timbuktu</b>

<p><b>III. WORLD HISTORY</b></p>	<p><b>E. Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD</b></p>	<p>The student will demonstrate knowledge of the interactions between Christendom and the Islamic world, 750 - 1500 AD.</p>	<ol style="list-style-type: none"> <li>1. Students will describe the emergence of European states of Christendom and analyze the conflicts among them and other Eurasian powers.</li> <li>2. Students will describe the emergence of Islamic states in Africa, the Near East, Iberia and India, and analyze the conflicts among them and other Eurasian powers.</li> <li>3. Students will analyze the clashes between Christendom, Islam, and other peoples and polities.</li> <li>4. Students will analyze the emergence of the Ottoman Empire and its implications for Christendom, the Islamic World, and other polities.</li> </ol>	<ol style="list-style-type: none"> <li>1. England, France, Spain and Russia, Battle of Tours, Charlemagne, William the Conqueror, Peter Abelard, Heloise, 100 Years War, Joan of Arc, Mongol conquests, Constantinople &amp; the Turks</li> <li>2. The Arab caliphates, the Mughals in India, Islamic states in the Indian ocean, the Moors in Iberia, Arab learning, trade and migration within the Islamic world</li> <li>3. The Islamic conquest of Jerusalem, <i>jihad</i> and Islam, the European Crusades, Jews in Christendom and the Islamic world, Muslim conflicts with Hindus in India, heresies in Europe, the inquisition, the Spanish “<i>reconquista</i>”</li> <li>4. The Byzantine Empire, Orthodox Christianity, Constantinople, Istanbul, the Battle of Lepanto, Russia and Austria-Hungary, Greek and Latin learning in Christendom and the Islamic World, the Byzantine diaspora, Venice, Italy, the Balkan Peninsula, the Middle East and Asia</li> </ol>
<p><b>III. WORLD HISTORY</b></p>	<p><b>E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD</b></p>	<p>The student will demonstrate a knowledge of overseas trade, exploration, and expansion in the Mediterranean, Indian, and Atlantic Oceans, 1000-1500 AD.</p>	<ol style="list-style-type: none"> <li>1. Students will compare the Indian Ocean region with the Mediterranean Sea region in terms of economic, political, and cultural interactions, and analyze the nature of their interactions after 1250 CE.</li> <li>2. Students will compare Chinese exploration and expansion in the Indian Ocean and East Africa with European exploration and expansion in the Atlantic Ocean and West Africa.</li> <li>3. Students will analyze the economic, political, and cultural impact of maritime exploration and expansion.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Levant, spice trade, silks, Indian ocean trade networks, Venice, Genoa, and Italian trade with the East, in-land trade networks in Europe and Asia, the Silk Road, the Low Countries and Italy, banking and finance in Europe and Asia, the Fugger’s and Medici</li> <li>2. Voyages of Zheng He, Prince Henry the Navigator, navigation science, ship technology, piracy, colonialism, cartography, slavery, commerce</li> <li>3. Artistic interactions (i.e., the non-European in European art), Arab learning in Christendom and elsewhere, the spread and influence of Classical Arab, Chinese, Greek, and Latin civilization, scientific and technological exchanges (i.e., algebra, gunpowder, paper, the compass, etc.)</li> </ol>

<p><b>III. WORLD HISTORY</b></p>	<p><b>E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD</b></p>	<p>The student will demonstrate knowledge of complex societies and civilizations in the Americas.</p>	<p><b>1.</b> Students will compare the emergence, expansion and structures of Mayan, Incan, and Aztec civilizations.  <b>2.</b> Students will analyze patterns of long distance trade centered in Mesoamerica.</p>	<p><b>1.</b> Yucatan Peninsula, Mayan mathematics (the use of zero), astronomy, and calendar making; the Mayan city states; commerce, agriculture, pottery and textiles, civil war and relations with other Mesoamerican peoples; Chichen Itza and Uxmal; Aztec migration from North; Tenochtitlan, Triple Alliance, poetry, gold, silver, pottery, textiles, maize cultivation, chinampas (“floating gardens”), religion, law, bureaucracy, Aztec monarchy versus Mayan city-states, glyphic writing; limits to expansion such as Tlaxcala. Cuzco, Pachacuti; Huayna Capac, solar religion, gender complementarity; mathematics, astronomy, engineering, terraced agriculture; camelid herding; textiles, <i>quipu</i> record keeping; bureaucracy  <b>2.</b> Aztec expansion and colonization in central Mexico and Central America; Mayan causeways in the Yucatan Peninsula and Central America; trade and cultural exchange between the Andes region, Yucatan, Central America, and Mexico</p>
<p><b>III. WORLD HISTORY</b></p>	<p><b>E, Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD</b></p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.</p>	<p><b>1.</b> Students will describe the emergence of European states and analyze the impact.  <b>2.</b> Students will explain conflicts among Eurasian powers.  <b>3.</b> Students will identify patterns of crisis and recovery related to the Black Death, and evaluate their impact.  <b>4.</b> Students will explain Greek, Roman, and Arabic influence on Western Europe.</p>	<p><b>1.</b> England, France, Spain and Russia, Charlemagne, William the Conqueror, Peter Abelard, Heloise, 100 Years’ War, Joan of Arc  <b>2.</b> Crusades, the Mongol conquests, Constantinople and the Turks  <b>3.</b> Population decline, collapse of feudal economy and political system  <b>4.</b> Role of Arabic and Byzantine civilizations, philosophy, medicine, science</p>



<b>III. WORLD HISTORY</b>	<b>F.</b> Emergence of a Global Age, 1450 AD - 1800 AD	The student will demonstrate knowledge of economic and political interactions among peoples of Europe, Asia, Africa, and the Americas.	<ol style="list-style-type: none"> <li>1. Students will explain why European powers were able to extend political control in some world regions and not others, in the 15<sup>th</sup> and 16<sup>th</sup> Centuries.</li> <li>2. Students will explain the consequences of the exchange of plants, animals, and disease microorganisms in both the Americas and Eurasia.</li> <li>3. Students will explain the development of a world market of mineral and agricultural commodities.</li> <li>4. Students will explain the development of the trans-Atlantic African slave trade and its impact on African and American societies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the interaction between the Spanish and the Aztecs to the Portuguese in India or East Africa</li> <li>2. Demographic collapse of American Indian populations; introduction of “New World Crops” into European and Chinese diets</li> <li>3. Development of plantation system for sugar, cotton, tea, spices; New World gold and silver, the fur trade, and European development</li> <li>4. Slavery in Christian Europe, in Islamic world practices, in the Americas; the Triangle Trade; Middle Passage; organization of plantation labor and slave resistance</li> </ol>
<b>III. WORLD HISTORY</b>	<b>F.</b> Emergence of a Global Age, 1450 AD - 1800 AD	The student will demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization.	<ol style="list-style-type: none"> <li>1. Students will identify and analyze the economic foundations of the Renaissance.</li> <li>2. Students will describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact.</li> <li>3. Students will identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period.</li> <li>4. Students will analyze the short- and long-term effects of the religious, political and economic differences that emerged during the Reformation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Johann Gutenberg, printing press, growth of cities, destruction of feudal/manoral system, growth of monetary economy, rise of capitalism, commercial revolution</li> <li>2. Machiavelli, Medicis, Florence, Urbino, Venice, Genoa, Milan</li> <li>3. Leonardo da Vinci, Michelangelo, Petrarch, Shakespeare, Dante, Erasmus, Durer</li> <li>4. The views and actions of: Martin Luther, John Calvin; Henry VIII, Elizabeth I, Mary Tudor, and Mary, Queen of Scots inquisition, Thirty Years’ War, Treaty of Westphalia</li> </ol>
<b>III. WORLD HISTORY</b>	<b>F.</b> Emergence of a Global Age, 1450 AD - 1800 AD			
<b>III. WORLD HISTORY</b>	<b>F.</b> Emergence of a Global Age, 1450 AD - 1800 AD	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 AD.	<ol style="list-style-type: none"> <li>1. Students will identify and explain the impact of exploration on culture and economies.</li> <li>2. Students will describe the location and development of the Ottoman Empire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spice trade, monopolies, navigation instruments; role of banking, colonial economies</li> <li>2. 1453 A.D., Mediterranean and Middle East locations, Lepanto, Sulieman</li> </ol>

<p><b>III. WORLD HISTORY</b></p>	<p><b>G. Age of Empires and Revolutions, 1640 AD - 1920 AD</b></p>	<p>The student will demonstrate knowledge of the integration of large territories under regional and global empires.</p>	<ol style="list-style-type: none"> <li>1. Students will examine and analyze how trade-based empires laid the foundation for the global economy.</li> <li>2. Students will explain the impact of increased global trade on regional economies.</li> <li>3. Students will analyze the impact of military conflicts among imperial powers on trade and sovereignty.</li> <li>4. Students will understand and analyze the role of religion as an integrative force in the empires.</li> <li>5. Students will understand and analyze the interaction between imperial governments and indigenous peoples.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dutch East India Company, British East India Company</li> <li>2. East Indian spice trade, Siberian fur trade, China tea trade, African slave trade, growth of London and Amsterdam, development of plantation agriculture, cotton industry in India</li> <li>3. Ottomans vs. Safavids, British vs. Russian, Dutch vs. Portuguese</li> <li>4. Christian missions, Shi'ah (Shi'ite) form of Islam in Iran, relations between Islam and Hinduism under the Moguls</li> <li>5. Russian expansion into Siberia, spread of the Spanish language in the Americas, resettlement policies under the British Empire Mogul Empire in South Asia, Safavid Empire in Iran, Qing Empire in East Asia, Iberian Empires in the Americas and Asia, British, French or Dutch colonial Empires, Russian Empire, Tokugawa Shogunate in Japan.</li> </ol>
<p><b>III. WORLD HISTORY</b></p>	<p><b>G. Age of Empires and Revolutions, 1640 AD - 1920 AD</b></p>	<p>The student will demonstrate knowledge of scientific, political, philosophical, economic and religious changes during the 17<sup>th</sup> and 18<sup>th</sup> Centuries.</p>	<ol style="list-style-type: none"> <li>1. Students will describe the Scientific Revolution, its leaders, and evaluate its effects.</li> <li>2. Students will describe the Age of Absolutism, identify its leaders, and analyze its impact.</li> <li>3. Students will identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the development of English constitutionalism.</li> <li>4. Students will explain the ideas of the Enlightenment contrasted with ideas of medieval Europe, and identify important historical figures and their contributions.</li> <li>5. Students will analyze the causes, conditions and consequences of the French Revolution and compare and contrast it with the American Revolution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Galileo, Brahe, Newton, conflict with the Church</li> <li>2. Monarchies of Louis XIV, Frederick the Great, Peter the Great, Catherine the Great</li> <li>3. Cromwell, Roundheads/Cavaliers, Charles I, rump parliament, Restoration, Charles II, James II, William and Mary</li> <li>4. Liberty, natural law, scientific method, rationalism, encyclopedia, Montesquieu, Voltaire, Rousseau, Marie-Therese, Locke, Diderot, Adam Smith, Burke</li> <li>5. Thomas Paine, Thomas Jefferson, Estates, Louis XVI, Marie Antoinette, Bastille, Rights of Man, radicals, Marat, Danton, guillotine, Robespierre, Directory</li> </ol>

<b>III. WORLD HISTORY</b>	<b>G. Age of Empires and Revolutions, 1640 AD - 1920 AD</b>	The student will demonstrate knowledge of political and philosophical developments in Europe during the 19th Century.	<ol style="list-style-type: none"> <li>1. Students will analyze the Napoleonic Wars and the Concert of Europe.</li> <li>2. Students will describe the factors leading to the Revolutions of 1830 and 1848, and describe their long-term impact on the expansion of political rights in Europe.</li> <li>3. Students will describe major scientific, technological, and philosophical developments of the 19<sup>th</sup> Century and analyze their impact.</li> </ol>	<ol style="list-style-type: none"> <li>1. Napoleon, Garibaldi, Bismarck, Congress of Vienna, Metternich, Concordat, Napoleonic Code, Austring, Nelson, Trafalgar, Czar Alexander, Elba, Waterloo</li> <li>2. Paris uprising, Charles X, Louis Philippe, Conservatism, Liberalism, Radicalism, Great Reform Bill; Socialism, Marxism, Anarchism, Napoleon III, Balkan Problem, Geanne Deroin, Pauline Roland</li> <li>3. Sigmund Freud, Charles Darwin</li> </ol>
<b>III. WORLD HISTORY</b>	<b>G. Age of Empires and Revolutions, 1640 AD - 1920 AD</b>	The student will demonstrate knowledge of European and American expansion.	<ol style="list-style-type: none"> <li>1. Students will explain the rise of U.S. influence in the Americas and the Pacific.</li> <li>2. Students will analyze the motives and consequences of European imperialism in Africa and Asia.</li> <li>3. Students will compare motives and methods of various forms of colonialism and various colonial powers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mexican War of 1846-48; Spanish-American War of 1898; Panama Canal; U.S. actions in Cuba, Philippines, Puerto Rico, Nicaragua, and Haiti</li> <li>2. Markets, tropical products and raw materials, national rivalries, domestic political aims; British in India and Africa; Dutch in Indonesia; France in North Africa; impact of new weapons and transportation; rise of Japan as a world power; imperialism and the 'scramble' for colonies in Africa; treaty ports, 'unequal treaties' in China</li> <li>3. Compare French colonization of Algeria to the British in India and the French in Indochina to the British in Hong Kong and China; French and British colonies in sub-Saharan Africa; Japanese and American colonial expansion in Western Pacific</li> </ol>
<b>III. WORLD HISTORY</b>	<b>G. Age of Empires and Revolutions, 1640 AD - 1920 AD</b>	The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19th Century.	<ol style="list-style-type: none"> <li>1. Students will explain industrial developments and analyze how they brought about urbanization as well as social and environmental changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Factory, Entrepreneur, Arkwright, Watt, Hargreaves, Kay, Crompton, Whitney, railroads; coal, iron and cotton industries; industrial cities</li> </ol>

<b>III. WORLD HISTORY</b>	<b>H. Global Conflict, 1914 AD - 1945 AD</b>	The student will demonstrate knowledge of the worldwide impact of World War I.	<ol style="list-style-type: none"> <li>1. Students will analyze the economic and political causes of World War I and how they interacted as well as the impact of technology on the war.</li> <li>2. Students will examine the Treaty of Versailles and analyze the impact of its consequences.</li> <li>3. Students will analyze causes and consequences of the Russian Revolution and assess its significance.</li> <li>4. Students will examine the League of Nations and analyze the reasons for its failure.</li> <li>5. Students will examine events related to the rise and aggression of dictatorial regimes in the Soviet Union, Germany, Italy and Japan, and the human costs of their actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. European imperialism, Imperial competition, Great Power rivalries, Balkan nationalism, militarism, mobilization, Alliance System</li> <li>2. Woodrow Wilson, Fourteen Points, self-determination, reparations, Clemenceau, Lloyd George, demilitarization, League of Nations</li> <li>3. Nicholas II, Bolsheviks, Mensheviks, Lenin, Trotsky, Kerensky, Rasputin, Soviet, Duma</li> <li>5. Joseph Stalin, Adolph Hitler, Benito Mussolini, Hirohito and Hideki Tojo, totalitarianism, fascism, Nazism</li> </ol>
<b>III. WORLD HISTORY</b>	<b>H. Global Conflict, 1914 AD – 1945 AD</b>	The student will demonstrate knowledge of the worldwide impact of World War II.	<ol style="list-style-type: none"> <li>1. Students will analyze economic and political causes of World War II and examine the role of important individuals during the war and the impact of their leadership.</li> <li>2. Students will understand and analyze impact of the Holocaust and other examples of genocide in the 20<sup>th</sup> Century.</li> <li>3. Students will explain the reasons for the formation of the United Nations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Depression, competition for natural resources, Communism, fascism, Nazism, Hitler, Stalin, Mussolini, Tojo, Hirohito, Churchill, F.D. Roosevelt, Eisenhower, MacArthur, Raoul Wallenberg, Patton, Marshall, Truman, Mao Zedong and Chiang Kai-shek</li> <li>2. Final Solution, concentration camps, Armenian, Balkans, Nanking, Kurdistan, Rwanda, Ukraine, Cambodia</li> <li>3. Harold Stassen, San Francisco Conference, Security Council, General Assembly, UNESCO, FAO, WHO, UNICEF</li> </ol>
<b>III. WORLD HISTORY</b>	<b>I. The Post-War Period, 1945 AD - Present</b>	The student will demonstrate knowledge of major events and outcomes of the Cold War.	<ol style="list-style-type: none"> <li>1. Students will explain how Western Europe and Japan recovered after World War II.</li> <li>2. Students will explain key events and revolutionary movements of the Cold War period and analyze their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missile Crisis, Sputnik, the Vietnam War, and the roles of the U.S. and Soviet Union in ending the Cold War.</li> <li>3. Students will assess the impact of nuclear weapons on world politics.</li> <li>4. Students will identify contributions of world leaders of this time period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allied Occupation; Marshall Plan, the European Economic Community, government planning, and the growth of welfare states</li> <li>2. Chinese Civil War, People’s Republic of China, Iron Curtain, Hungarian Revolution, Afghanistan, Solidarity Movement</li> <li>3. Mutual Assured Destruction doctrine, SALT treaties</li> <li>4. Nikita Khrushchev, Lech Walesca, DeGaulle, Mao Zedong, Chaing Kai-shek; Harry Truman; John F. Kennedy; Ronald Reagan; Margaret Thatcher</li> </ol>

<b>III. WORLD HISTORY</b>	<b>I. The Post-War Period, 1945 AD - Present</b>	The student will demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts.	<ol style="list-style-type: none"> <li>1. Students will analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution.</li> <li>2. Students will analyze the struggle for independence in African nations.</li> <li>3. Students will explain how international conditions contributed to the creation of Israel and analyze why persistent conflict exists in the region.</li> <li>4. Students will analyze how Middle Eastern protectorate states achieved independence from England and France in the 20<sup>th</sup> Century, and the current day significance of the oil reserves in this region.</li> <li>5. Students will understand the reasons for the rise of military dictatorships and revolutionary movements in Latin America.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gandhi's leadership in India</li> <li>2. Kenyatta's leadership of Kenya</li> <li>3. The Zionist movement, Ben Gurion, Palestine</li> <li>4. Iran, Iraq, Syria, Egypt</li> <li>5. Cuba, Nicaragua, Peru, Guatemala</li> </ol>
<b>III. WORLD HISTORY</b>	<b>I. The Post-War Period, 1945 AD - Present</b>	The student will demonstrate knowledge of significant political and cultural developments of the late 20 <sup>th</sup> Century that affect global relations.	<ol style="list-style-type: none"> <li>1. Students will examine human rights principles and how they have been supported and violated in the late 20<sup>th</sup> Century.</li> <li>2. Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these.</li> </ol>	<ol style="list-style-type: none"> <li>1. Democracy movements, women’s movements, migrants’ rights, reparations; genocides such as Cambodia, Serbia and Rwanda, terrorism</li> <li>2. IMF, World Bank, Fair Trade movement, UNESCO and other UN agencies, OPEC, NAFTA</li> </ol>
<b>III. WORLD HISTORY</b>	<b>I. The Post-war Period, 1945 AD -present</b>	The student will identify challenges and opportunities as we enter the 21 <sup>st</sup> Century.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the continuing impact of September 11, 2001.</li> </ol>	New clashes of economic, political, and religious world views
<b>HISTORICAL SKILLS GRADES K-3</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>

<b>IV. HISTORICAL SKILLS</b>	<b>A. Concepts of Time</b>	The student will demonstrate chronological thinking.	<ol style="list-style-type: none"> <li>1. Students will define and use terms for concepts of historical time.</li> <li>2. Students will place events in chronological order and construct timelines.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Long, long ago,” recent past, present and future; days of the week, months of the year, seasons</li> <li>2. Visual or graphic representations of their own life histories and of the topics studied</li> </ol>
<b>IV. HISTORICAL SKILLS</b>	<b>B. Historical Resources</b>	The student will understand that we can learn about the past from different sorts of evidence.	<ol style="list-style-type: none"> <li>1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.</li> </ol>	<ol style="list-style-type: none"> <li>1. Archeological and geological evidence; legends and mythology; oral traditions; documents such as diaries, letters, and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture, tools; visual and mathematical graphics such as tables, flow charts, graphs</li> </ol>
<b>HISTORICAL SKILLS GRADES 4-8</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>IV. HISTORICAL SKILLS</b>	<b>A. Concepts of Time</b>	The student will acquire skills of chronological thinking.	<ol style="list-style-type: none"> <li>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.</li> </ol>	Timelines, graphic representations of historical narratives
<b>IV. HISTORICAL SKILLS</b>	<b>B. Historical Resources</b>	The student will begin to use historical resources.	<ol style="list-style-type: none"> <li>1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.</li> <li>2. Students will assess the credibility and determine appropriate use of different sorts of sources.</li> <li>3. Students will investigate the ways historians learn about the past if there are no written records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics</li> <li>2. Popular press (newspapers, magazines), eyewitness accounts, diaries, literature, mythology, interviews, photographs, government documents, scholarly publications, web resources</li> <li>3. Archeological and geological evidence, art, architecture, oral traditions, mythology</li> </ol>

<b>IV. HISTORICAL SKILLS</b>	<b>C. Historical Inquiry</b>	The student will apply research skills by investigating a topic in U.S. history.	<ol style="list-style-type: none"> <li>1. Students will define a research topic that can be studied using a variety of historical sources.</li> <li>2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</li> <li>3. Students will develop strategies to find, collect, and organize historical research.</li> </ol>	
<b>IV. HISTORICAL SKILLS</b>	<b>C. Historical Inquiry</b>	The student will analyze historical evidence and draw conclusions.	<ol style="list-style-type: none"> <li>1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author’s interpretation of historical events.</li> <li>2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors’ view of historical events.</li> <li>3. Students will understand the concepts of historical context and multiple causation.</li> <li>4. Students will create a timeline that illustrates the relationship of their topic to other historic events.</li> </ol>	<b>1. Conflicting British and American views of the “Boston Massacre”</b>
<b>IV. HISTORICAL SKILLS</b>	<b>C. Historical Inquiry</b>	The student will present and explain the findings of a research project.	<ol style="list-style-type: none"> <li>1. Students will analyze how historians present their work in multiple formats.</li> <li>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</li> <li>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</li> <li>4. Students will learn how to cite sources and to document their research in the form of a bibliography.</li> <li>5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people’s work in a new interpretive format.</li> </ol>	<b>1. Papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media</b>
<b>HISTORICAL SKILLS GRADES 9-12</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>

<p><b>IV. HISTORICAL SKILLS</b></p>	<p><b>A. Historical Inquiry</b></p>	<p>The student will apply research skills through an in-depth investigation of a historical topic.</p>	<ol style="list-style-type: none"> <li>1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources.</li> <li>2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</li> <li>3. Students will evaluate web sites for authenticity, reliability, and bias.</li> <li>4. Students will learn how to prepare for, conduct, and document an oral history.</li> <li>5. Students will apply strategies to find, collect and organize historical research.</li> </ol>	
<p><b>IV. HISTORICAL SKILLS</b></p>	<p><b>A. Historical Inquiry</b></p>	<p>The student will analyze historical evidence and draw conclusions.</p>	<ol style="list-style-type: none"> <li>1. Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author’s bias.</li> <li>2. Students will identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias.</li> <li>3. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.</li> <li>4. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic.</li> <li>5. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events.</li> <li>6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.</li> </ol>	<ol style="list-style-type: none"> <li>2. Monographs, scholarly journals, periodical literature, newspapers, web sites, films, other electronic media</li> </ol>



## Minnesota Academic Standards in Social Studies

### GEOGRAPHY

#### **What is Geography?**

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

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

#### **Why study Geography?**

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

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

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

<b>GEOGRAPHY GRADES K-3</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>V.</b> GEOGRAPHY	<b>A.</b> Concepts of Location	The student will use directional and positional words to locate and describe people, places and things.	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe the location of people, places and things by using positional words.</li> <li><b>2.</b> Students will use maps and globes to locate places referenced in stories and real life situations.</li> <li><b>3.</b> Students will explain that an address locates a specific place.</li> <li><b>4.</b> Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</li> <li><b>5.</b> Students will use the equator and poles as reference points to describe locations.</li> <li><b>6.</b> Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Near/far, above/below, left/right, behind/in front</li> <li><b>3.</b> Street address, apartment number, classroom number</li> <li><b>4.</b> Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west</li> <li><b>5.</b> Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator</li> <li><b>6.</b> Determine which is farther from Minnesota: Texas or Alaska</li> </ol>
<b>V.</b> GEOGRAPHY	<b>A.</b> Concepts of Location	The student will demonstrate working knowledge of the cardinal directions.	<b>1.</b> Students will use cardinal and intermediate directions to locate places.	Students will describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)

<b>V. GEOGRAPHY</b>	<b>B. Maps and Globes</b>	The student will use and create maps and globes to locate people, places and things.	<ol style="list-style-type: none"> <li>1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</li> <li>2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</li> <li>3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.</li> <li>4. Students will locate the continents and oceans on a map of the world and a globe.</li> <li>5. Students will recognize the outline shape of the contiguous United States.</li> <li>6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find their desk in a map of their classroom</li> <li>2. Point to or mark Minnesota on a political map</li> <li>3. Make a map to illustrate a topic in history or a story from the reading curriculum</li> <li>4. Point out borders that touch other countries or water and know the location of Alaska and Hawaii</li> <li>5. Mark or point to Canada, Mexico, Egypt, China, India and Japan on a world map and a globe</li> </ol>
<b>V. GEOGRAPHY</b>	<b>B. Maps and Globes</b>	The student will use maps and globes to demonstrate specific geographical knowledge.	<ol style="list-style-type: none"> <li>1. Students will locate on a map the major world countries, states and major cities of the United States.</li> <li>2. Students will use an atlas to locate geographic information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ancient civilizations, capitals of major countries, largest cities in the United States</li> <li>2. Use index to find latitude and longitude of places and find those places on a map in the atlas</li> </ol>
<b>V. GEOGRAPHY</b>	<b>C. Physical Features and Processes</b>	The student will distinguish between physical and human-made features of places on the Earth's surface.	<ol style="list-style-type: none"> <li>1. Students will name and locate physical features of the United States, including places about which they have read.</li> <li>2. Students will name and locate major human-made features of the United States, including features about which they have read.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deserts, mountain ranges, major rivers</li> <li>2. Major cities, capital of Minnesota and their hometown</li> </ol>
<b>V. GEOGRAPHY</b>	<b>C. Physical Features and Processes</b>	The student will identify specific landforms and waterways on a map using geographical terms.	<ol style="list-style-type: none"> <li>1. Students will locate major river systems and mountain ranges on continents studied.</li> <li>2. Students will explain and use introductory geographical terms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nile River, Mekong River, Himalayan Mountains, Alps</li> <li>2. Tributary, boundary, island</li> </ol>
<b>GEOGRAPHY GRADES 4-8</b>				

<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>V.</b> GEOGRAPHY	<b>A.</b> Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of the United States.	<ol style="list-style-type: none"> <li>1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.</li> <li>2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia</li> <li>2. Ireland, Germany, China</li> </ol>
<b>V.</b> GEOGRAPHY	<b>A.</b> Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Lakes, Mississippi River, pine forests, iron ranges, St. Anthony Falls, prairies and hardwood forests</li> </ol>
<b>V.</b> GEOGRAPHY	<b>A.</b> Concepts of Location	The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.	<ol style="list-style-type: none"> <li>1. Students will locate on a map or globe the major empires of the late 19<sup>th</sup> Century and their largest overseas territories.</li> <li>2. Students will locate the major source countries for immigration to the United States during the years 1877-1916.</li> <li>3. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.</li> </ol>	<ol style="list-style-type: none"> <li>1. England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal</li> <li>2. Italy, Poland, Austro-Hungarian Empire</li> <li>3. Rectangular survey in Midwest, long lots, metes and bounds in former colonies</li> </ol>
<b>V.</b> GEOGRAPHY	<b>B.</b> Maps and Globes	The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	<ol style="list-style-type: none"> <li>1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.</li> <li>2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.</li> <li>3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</li> <li>4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude</li> <li>3. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</li> <li>4. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</li> </ol>

<b>V.</b> GEOGRAPHY	<b>B.</b> Maps and Globes	The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	<ol style="list-style-type: none"> <li>1. Students will create a variety of maps to scale.</li> <li>2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.</li> </ol>	<ol style="list-style-type: none"> <li>1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups)</li> <li>2. Evaluate maps in print media that depict events in other parts of the world</li> </ol>
<b>V.</b> GEOGRAPHY	<b>C.</b> Physical Features and Processes	The student will use basic terminology describing basic physical and cultural features of continents studied.	<ol style="list-style-type: none"> <li>1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.</li> <li>2. Students will describe and locate major physical features in their local community and analyze their impact on the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mountain systems, river basin, deserts, plains</li> <li>2. Rivers, bluffs, lakes, forests, farm land</li> </ol>
<b>V.</b> GEOGRAPHY	<b>C.</b> Physical Features and Processes	The student will identify and locate geographic features associated with the development of the United States.	<ol style="list-style-type: none"> <li>1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.</li> </ol>	Mohawk Depression, Ohio River, Appalachian Mountains, California gold fields
<b>V.</b> GEOGRAPHY	<b>C.</b> Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.</li> <li>2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.</li> <li>3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19<sup>th</sup> Century.</li> <li>4. Students will identify physical features that either hindered or promoted the industrialization of the state.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eastern and southern states, mountain states</li> <li>2. Wild rice beds, long grass prairie, rivers, forests</li> <li>3. Great Lakes, river systems, confluence of Mississippi and Minnesota Rivers</li> <li>4. Mississippi river system, Red River Valley, forests and prairies, Falls of St. Anthony, smaller water power sites, Iron Range, pine forests</li> </ol>

<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Physical Features and Processes</p>	<p>The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.</p>	<p><b>1.</b> Students will describe the major physical features of the United States and the regions of the world they study.  <b>2.</b> Students will describe physical systems in the atmosphere and Earth’s crust, and the regional patterns of climate and landforms associated with them.  <b>3.</b> Students will describe patterns of vegetation and landforms in the United States and around the world.</p>	<p><b>1.</b> Great Plains, Sahara, Amazon Basin  <b>2.</b> Topographic patterns, tectonic and erosion cycles  <b>3.</b> Grassland, rain forest, Taiga</p>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Physical Features and Processes</p>	<p>The student will give examples of physical systems and describe their role in shaping life on Earth.</p>	<p><b>1.</b> Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.  <b>2.</b> Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.</p>	<p><b>1.</b> Monsoons, El Nino  <b>2.</b> Flood plains, earthquake zones, hurricanes</p>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will give examples that demonstrate how people are connected to each other and the environment.</p>	<p><b>1.</b> Students will identify factors that drew people to their local communities.  <b>2.</b> Students will analyze how the physical environment influences human activities.</p>	<p><b>1.</b> Mining activity, political freedom  <b>2.</b> Influence of the land and climate on people who live in various areas</p>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.</p>	<p><b>1.</b> Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States.  <b>2.</b> Students will analyze how changes in transportation affected settlement of the country.</p>	<p><b>1.</b> Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal  <b>2.</b> Canals in early 1800s; steamboats in the mid-1880s, westward expansion, settlement of Minnesota, areas people moved from and to</p>

<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.</p>	<ol style="list-style-type: none"> <li>1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.</li> <li>2. Students will analyze how changes in transportation affected settlement of the state.</li> <li>3. Students will explain the importance of site features in the establishment of Minnesota's largest cities.</li> <li>4. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.</li> <li>5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.</li> <li>6. Students will describe the settlement pattern of Minnesota's largest immigrant groups.</li> <li>7. Students will use regions to analyze modern agriculture in Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Water power sites, river crossings, ports on Lake Superior and river systems</li> <li>2. Steamboats in the mid-1800s, railroads in the 19<sup>th</sup> Century, highway system in first half of 20<sup>th</sup> Century, air transportation in last half of 20<sup>th</sup> Century</li> <li>3. Water power sites, river crossings, access from Mississippi to the upland via heads of navigation, ports</li> <li>4. Fiber optic networks, freeways, development of airports</li> <li>5. War and dislocation, economic opportunity, opening of treaty lands for settlement, Northern Europeans, Mexico, Laos</li> <li>6. Swedes, Norwegians, Finns, Germans, Hmong, Mexicans, Hispanics</li> <li>7. Corn-hog-soybean region, sugar beet and wheat in Red River Valley, market gardening</li> </ol>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will identify how technology made some parts of Minnesota more valuable at particular times in history.</p>	<p>1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.</p>	<p>Wheat and soy beans to China, clothing and electronic goods from Asia, fur trade, Spam to world, taconite</p>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will describe how humans influence the environment and in turn are influenced by it.</p>	<p>1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.</p>	<p>Forest and farm land being replaced by housing</p>

<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface.</p>	<ol style="list-style-type: none"> <li>1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change.</li> <li>2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change.</li> <li>3. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.</li> <li>4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.</li> <li>5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.</li> <li>6. Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.</li> <li>7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refugees, rural to urban, suburbanization, migration of labor</li> <li>2. Language families, word usage in English, expansion of English</li> <li>3. Christianity, Islam, Hinduism, Judaism, Buddhism, Confucianism, indigenous religions</li> <li>4. Communism, democracy, kingdoms, dictatorships</li> <li>5. Industrial regions, patterns of commercial and subsistence agriculture</li> <li>6. Western Europe, Arab World, Southeast Asia, Latin America</li> <li>7. Iraqi conflict, defense of Korea, the island campaign in the Pacific Theater of WWII, Battle of Thermopylae in Persian War, England and Russia in Napoleonic wars and in WWII</li> </ol>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.</p>	<ol style="list-style-type: none"> <li>1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.</li> <li>2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.</li> <li>3. Students will describe how physical processes affect different regions of the world.</li> <li>4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Property values in a city, attitudes toward wilderness</li> <li>2. Local community or neighborhood, the American West, Chinatowns</li> <li>3. Desertification of the Sahel, soil degradation in the tropics</li> <li>4. Rain shadow deserts, rainforests</li> </ol>



<b>V. GEOGRAPHY</b>	<b>E. Essential Skills</b>	The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</li> <li>2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.</li> <li>3. Students will locate major political and physical features of the United States and the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Atlases, online databases, topographic maps</li> <li>2. Thematic, topographic, aerial photos, satellite images</li> <li>3. Countries, rivers, topographic features, largest cities</li> </ol>
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<b>GEOGRAPHY GRADES 9-12</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>V. GEOGRAPHY</b>	<b>B. Essential Skills</b>	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.	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</li> <li>2. Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images.</li> <li>3. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Atlas, World Wide Web, topographic maps, Geographic Information Systems, databases, aerial photos</li> <li>2. Make a land use map of a local area</li> <li>3. Fast food restaurant in local community, a good place to found a city, put a church or military installation, locate a solid waste disposal site, locate a feedlot, voting in presidential elections</li> </ol>

<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Spatial Organization</p>	<p>The student will understand the regional distribution of the human population at local to global scales and its patterns of change.</p>	<ol style="list-style-type: none"> <li>1. Students will describe the pattern of human population density in the United States and major regions of the world.</li> <li>2. Students will provide examples that illustrate the impact changing birth and death rates have on the growth of the human population in the major regions of the world.</li> <li>3. Students will use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales.</li> <li>4. Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concentrations in East Asia, South Asia and Europe; in United States, Northeast, Southwest</li> <li>2. Slowing growth rate in Europe, rapid growth rate in Kenya, negative rates Eastern Europe</li> <li>3. Compare Sweden with Kenya, suburban and inner city census tracts</li> <li>4. Migration to the United States from Europe, Africa and Asia; migration within the United States; refugee movements, and labor migrations to North America, Northern Europe, and the Middle East, with special focus on current migration from Mexico</li> </ol>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Spatial Organization</p>	<p>The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.</p>	<ol style="list-style-type: none"> <li>1. Students will use regions to analyze the locational patterns of culture groups at various scales.</li> <li>2. Students will use concepts and models of the process of diffusion to interpret the spread of culture traits.</li> <li>3. Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change.</li> <li>4. Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Patterns of language and religion, subsistence agriculturists</li> <li>2. Spread of English language, fashions, technology</li> <li>3. Native Americans, African Americans, Hispanics, Asian Americans</li> <li>4. Suburban developments, urban developments, agricultural communities, retirement communities, New England, California</li> </ol>

<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Spatial Organization</p>	<p>The student will explain how the regionalization of space into political units affects human behavior.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements.</li> <li><b>2.</b> Students will provide examples of the impact of political boundaries on human behavior and economic activities.</li> <li><b>3.</b> Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them.</li> <li><b>4.</b> Students will evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Restrictions on migration, free trade zones, Law of the Sea, WWII, Peloponnesian War</li> <li><b>2.</b> NATO, the European Union and the North American Free Trade Agreement, school districts, city boundaries, Mexican border with California and Arizona, Cuban border and proximity to Florida</li> <li><b>3.</b> Division of Africa and Asia into colonies, Development of Malaysia, South Africa, Somalia</li> <li><b>4.</b> Minnesota, North Carolina, California, Texas, Congressional Districts, State Legislative Districts, City Council Districts</li> </ol>
<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Spatial Organization</p>	<p>The student will analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe the contemporary patterns of large cities.</li> <li><b>2.</b> Students will describe the processes that have produced this pattern of cities.</li> <li><b>3.</b> Students will describe how changes in transportation and communication technologies affected the urbanization of the United States.</li> <li><b>4.</b> Students will describe how changes in transportation technology, government policies, lifestyles, and cycles in economic activity impact the suburbanization of the United States.</li> <li><b>5.</b> Students will explain the internal spatial structure of cities in the United States.</li> <li><b>6.</b> Students will provide examples of how the internal structure of cities varies around the world.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Cities of more than 5 million around the world, metro areas of more than 1 million in the United States</li> <li><b>2.</b> Industrialization and colonization, globalization</li> <li><b>3.</b> Steamboats, railroad development, highway building, construction of airports</li> <li><b>4.</b> Freeway, federal mortgage insurance, importance of family</li> <li><b>5.</b> Central business and service district, industrial zones, residential districts</li> <li><b>6.</b> Latin American, Southeast Asian, North American, South Asian cities</li> </ol>

<p><b>V.</b> GEOGRAPHY</p>	<p><b>C.</b> Spatial Organization</p>	<p>The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States.</li> <li><b>2.</b> Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world.</li> <li><b>3.</b> Students will describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production.</li> <li><b>4.</b> Students will understand how the transportation and communication systems have impacted the development of regions.</li> <li><b>5.</b> Students will describe patterns of consumption and production of the agricultural commodities that are traded among nations.</li> <li><b>6.</b> Students will describe patterns of consumption and production of fossil fuels that are traded among nations.</li> <li><b>7.</b> Students will describe how geographic models can help to explain the location of commercial activities and land use patterns in the United States and the world.</li> <li><b>8.</b> Students will explain the variations in economic activity and land use within the state of Minnesota analyze issues related to land use and reach conclusions about the potential for change in various regions.</li> <li><b>9.</b> Students will describe changes in common statistical measures of population or economy that occur as countries develop economically.</li> <li><b>10.</b> Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Patterns of agriculture, industrialization, de-industrialization</li> <li><b>2.</b> Global division of labor, rise of newly industrial countries</li> <li><b>3.</b> Poultry production, genetically modified crops, the role of Norman Borlaug in the Green Revolution</li> <li><b>4.</b> Railroads in Africa, fiber optic networks in California</li> <li><b>5.</b> Coffee trade between South America and the United States, grain trade between the United States and the People’s Republic of China</li> <li><b>6.</b> Oil trade between the Middle East and Europe, aluminum manufacturing in United States, clothing manufacturing in China</li> <li><b>7.</b> Soft drink bottling plants in large American cities, auto assembly plants, clothing manufacturing plants, store locations</li> <li><b>8.</b> Dairy farming in central Minnesota, Iron Range, sugar beets</li> <li><b>9.</b> Life expectancy, fertility, average income, rates of women’s participation in labor force</li> <li><b>10.</b> The industrialization of China, or the establishment of international call centers in India</li> </ol>
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<b>V.</b> <b>GEOGRAPHY</b>	<b>D.</b> <b>Interconnections</b>	<p>The student will describe how humans influence the environment and in turn are influenced by it.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it.</li> <li><b>2.</b> Students will analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources.</li> <li><b>3.</b> Students will understand and analyze examples of the impacts of natural hazards on human activities and land use.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Construction of dams, Soviet Union vs. United States, industrial North vs. agricultural South</li> <li><b>2.</b> Recycling, limiting energy consumption, new fuels</li> <li><b>3.</b> Wildfires in southern California, tornados, hurricanes</li> </ol>
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## Minnesota Academic Standards in History and Social Studies

### ECONOMICS

#### **What is Economics?**

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

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

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

#### **Why study Economics?**

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

<b>ECONOMICS GRADES K-3</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>VI. ECONOMICS</b>	<b>A. Economic Choices</b>	The student will understand that economic choices are necessary in life.	<ol style="list-style-type: none"> <li>1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</li> <li>2. Students will explain that money can be used to buy goods and services.</li> <li>3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.</li> <li>4. Students will give examples of tradeoffs (opportunity costs).</li> <li>5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Food vs. video game</li> <li>2. Quarter in gum ball machine</li> <li>3. Not everything on birthday wish list is received</li> <li>4. Invited to two birthday parties on the same day</li> <li>5. Earnings from lemonade stand can be put in piggy bank or spent on candy</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. Producers and Consumers</b>	The student will understand the relationship between consumers and producers in regards to goods and services.	<ol style="list-style-type: none"> <li>1. Students will distinguish between producers and consumers and between goods and services.</li> <li>2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Farmer vs. dinner at restaurant; hamburger vs. haircut</li> <li>2. Trees for paper, people, scissors</li> </ol>
<b>ECONOMICS GRADES 4-8</b>				

<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>VI. ECONOMICS</b>	<b>A. Producers and Consumers</b>	The student will understand the concept of interdependence in relation to producers and consumers.	<ol style="list-style-type: none"> <li>1. Students will compare and contrast the roles of producers and consumers.</li> <li>2. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.</li> <li>3. Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems.</li> <li>4. Students will explain that a market exists when consumers buy and producers sell goods and services.</li> <li>5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).</li> </ol>	<ol style="list-style-type: none"> <li>1. Girl Scouts supply cookies, consumers demand them</li> <li>2. Simplified circular flow of economic activity</li> <li>3. Clothes produced because consumers want them. Textiles produced in factories because of their efficiency</li> <li>5. Consumers buy clothes if willing and able to pay the price; command and traditional economies</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. Economic Choices</b>	The student will understand basic principles of economic decision-making.	<ol style="list-style-type: none"> <li>1. Students will understand the concept of scarcity and its role in decision-making.</li> <li>2. Students will apply a decision-making process to make informed choices.</li> <li>3. Students will analyze how people respond predictably to positive and negative economic incentives.</li> </ol>	<ol style="list-style-type: none"> <li>2. State the problem, identify alternatives using explicit criteria, make a decision, explain the choice that was made</li> <li>3. Subsidies of land grants to railroad helped build transcontinental railroad. Tariffs discouraged importation of foreign textiles</li> </ol>
<b>VI. ECONOMICS</b>	<b>C. The Market Economy (Micro Economics)</b>	The student will understand that in a market economy income is earned in different ways.	<ol style="list-style-type: none"> <li>1. Students will identify multiple forms of income and their sources.</li> </ol>	Wages and salary, rent, interest, and profit
<b>VI. ECONOMICS</b>	<b>C. The Market Economy (Micro Economics)</b>	The student will understand business organizations, market structures, and financial institutions that operate within our economy.	<ol style="list-style-type: none"> <li>1. Students will identify and compare and contrast various industries and the occupations related to them.</li> <li>2. Students will compare and contrast the concepts of competition and monopoly and predict consequences of each.</li> <li>3. Students will describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tourist, agricultural, health services, oil</li> <li>2. Farmers' market (competition), electric distribution (monopoly)</li> <li>3. Banks, credit unions, stock market, the Federal Reserve</li> </ol>



<b>VI. ECONOMICS</b>	<b>D.</b> The National Economy (Macro Economics)	The student will understand the economic activities of government.	<ol style="list-style-type: none"> <li>1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing.</li> <li>2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Education, road, police, income tax (16<sup>th</sup> Amendment), payroll tax, city sales tax, property tax, war bonds</li> <li>2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws</li> </ol>
<b>VI. ECONOMICS</b>	<b>D.</b> The National Economy (Macro Economics)	The student will understand the concepts that measure the national economy.	<ol style="list-style-type: none"> <li>1. Students will define and give examples of basic economic terms.</li> <li>2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unemployment, inflation, interest rates, Gross Domestic Product (GDP)</li> <li>2. Unemployment and reduction in output during Great Depression, stagflation of 1970s</li> </ol>
<b>ECONOMICS GRADES 9-12</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>VI. ECONOMICS</b>	<b>A.</b> The Market Economy (Micro Economics)	The student will understand that in a market economy income is earned in different ways.	<ol style="list-style-type: none"> <li>1. Students will identify multiple forms of income and their sources</li> <li>2. Students will recognize types and roles of firms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wages and salary, rent, interest, and profit</li> <li>2. Corporation (3M), partnership (a law firm), proprietorship (a barber shop)</li> </ol>
<b>VI. ECONOMICS</b>	<b>A.</b> The Market Economy (Micro Economics)	The student will understand business organizations, market structures, and financial institutions that operate within our economy.	<ol style="list-style-type: none"> <li>1. Students will identify and compare and contrast various industries and the occupations related to them.</li> <li>2. Students will compare and contrast the concepts of competition and monopoly, and predict consequences of each.</li> <li>3. Students will describe various financial institutions, compare and contrast their roles, and explain how those institutions relate to their lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tourist, agricultural, health services, oil</li> <li>2. Farmers' market (competition), electric distribution (monopoly)</li> <li>3. Banks, credit unions, stock market, the Federal Reserve</li> </ol>

<b>VI. ECONOMICS</b>	<b>A. The Market Economy (Micro Economics)</b>	The student will understand the basic characteristics of markets and the role of prices in modern market economies.	<ol style="list-style-type: none"> <li>1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services.</li> <li>2. Students will identify the direct and indirect effects of price floors and price ceilings.</li> <li>3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.</li> <li>4. Students will explain how interest rates and exchange rates are influenced by market conditions and how changes in interest rates affect individual and business decision making.</li> </ol>	<ol style="list-style-type: none"> <li>1. Market for wheat</li> <li>2. Minimum wage, rent control</li> <li>3. Change in income, population, number of sellers, technology</li> <li>4. Canadian vs. United States' dollar exchange rate, car loan interest rates</li> </ol>
<b>VI. ECONOMICS</b>	<b>A. The Market Economy (Micro Economics)</b>	The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell.	<ol style="list-style-type: none"> <li>1. Students will explain how competition among sellers often results in lower prices, higher product quality, better customer service and a more efficient allocation of scarce resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evolution of telecommunications</li> </ol>
<b>VI. ECONOMICS</b>	<b>A. The Market Economy (Micro Economics)</b>	The student will understand the risks and opportunities associated with entrepreneurship.	<ol style="list-style-type: none"> <li>1. 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>2. Students will describe the role of innovation and profit motive in helping to reduce problems associated with scarcity.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Famous Dave" Anderson, Bill Gates, local business person</li> <li>2. Plastics replacing steel, petroleum developed to replace whale oil</li> </ol>
<b>VI. ECONOMICS</b>	<b>A. The Market Economy (Micro Economics)</b>	The student will understand the role of labor in the economy.	<ol style="list-style-type: none"> <li>1. Students will describe the role and characteristics of collective bargaining, as well as the key components of a typical negotiated labor management contract.</li> <li>2. Students will describe and analyze the role of unions in the United States economy in the past and present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mediation, arbitration, strike</li> <li>2. AFL-CIO</li> </ol>

<b>VI. ECONOMICS</b>	<b>A. The Market Economy (Micro Economics)</b>	The student will understand the economic role of government in a free market economy.	<ol style="list-style-type: none"> <li>1. Students will identify that one important role for government in the economy is to secure and enforce property rights.</li> <li>2. Students will identify and explain public goods.</li> <li>3. Students will recognize that, in the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible.</li> <li>4. Students will recognize that some government policies attempt to redistribute income.</li> </ol>	<ol style="list-style-type: none"> <li>1. Protection from trespassers and thieves, protection from foreign invaders, enforcement of legal contracts</li> <li>2. Highways, public schools, public libraries, national defense, fireworks displays, lighthouses</li> <li>3. Sherman Antitrust Act, break up of AT&amp;T</li> <li>4. Progressive income taxes, exemption of food and clothing in sales taxes, Medicaid</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	The student will understand the economic activities of government.	<ol style="list-style-type: none"> <li>1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing.</li> <li>2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Education, road, police, income tax (16<sup>th</sup> Amendment), payroll tax, city sales tax, property tax, war bonds</li> <li>2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	The student will understand the concepts that measure the national economy.	<ol style="list-style-type: none"> <li>1. Students will define and give examples of basic economic terms.</li> <li>2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unemployment, inflation, interest rates, Gross Domestic Product (GDP)</li> <li>2. Unemployment and reduction in output during Great Depression, stagflation of 1970s</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	The student will understand and explain that the U.S. economy is primarily a free market system.	<ol style="list-style-type: none"> <li>1. Students will understand and explain that free market economies are regulated primarily by supply and demand, and that competition is essential to a free market economy.</li> </ol>	
<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	The student will understand basic measures of overall economic performance.	<ol style="list-style-type: none"> <li>1. Students will analyze the interrelationships among the unemployment rate, the inflation rate, and the rate of economic growth.</li> <li>2. Students will describe how the concept of the balance of trade is used to measure the international flow of goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. CPI, GDP</li> <li>2. Imports and exports</li> </ol>

<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	The student will analyze the causes and consequences of overall economic fluctuations.	<ol style="list-style-type: none"> <li>1. Students will describe the basic characteristics of economic recessions and economic expansions.</li> <li>2. Students will understand some of the reasons for fluctuations in economic activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Changes in unemployment and/or income</li> <li>2. Natural disasters, oil prices in the 1970s, changes in consumer confidence</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	The student will understand the influence of federal government budgetary policy and the Federal Reserve System's monetary policy.	<ol style="list-style-type: none"> <li>1. Students will identify that fiscal policies are decisions to change spending and/or tax levels by the federal government.</li> <li>2. Students will explain the direct and indirect effects of fiscal policy on employment, output, and interest rates.</li> <li>3. Students will explain the relationship between federal budget deficits and the national debt.</li> <li>4. Students will identify the ways in which monetary policy influences employment, output, inflation, and interest rates.</li> <li>5. Students will explain how interest rates influence business investment spending and consumer spending on housing, cars, and other major purchases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tax cuts</li> <li>2. Multiplier effect of government spending, crowding out</li> <li>3. Debt clock, federal government budget</li> <li>4. Interpretation of news item covering Federal Reserve policies</li> <li>5. Refinance mortgages, interest rate incentives on new automobiles</li> </ol>
<b>VI. ECONOMICS</b>	<b>B. The National Economy (Macro Economics)</b>	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.	<ol style="list-style-type: none"> <li>1. Students will explain that Gross Domestic Product (GDP) per capita is a measure that permits comparisons of material living standards over time and among people in different nations.</li> <li>2. Students will identify that the productivity of workers is measured by dividing the output of goods and services by the number of hours worked.</li> <li>3. Students will recognize that standards of living increase as the productivity of workers rises.</li> <li>4. 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> </ol>	<ol style="list-style-type: none"> <li>1. Bangladesh vs. Singapore vs. United States</li> <li>2. Productivity simulation</li> <li>3. Computers</li> <li>4. Automation, calculators</li> </ol>
<b>VI. ECONOMICS</b>	<b>C. Essential Skills</b>	The student will understand and use economic concepts, theories, principles and quantitative methods to analyze current events.	<ol style="list-style-type: none"> <li>1. Students will use tables, graphs, equations, diagrams, and charts to interpret economic information.</li> <li>2. Students will evaluate the economic implications of current issues as found in such sources as magazine articles, radio and television reports, editorials, and Internet sites.</li> <li>3. Students will distinguish among the contributions to economic thought made by leading theorists including but not limited to, Adam Smith, Thomas Malthus, Karl Marx, Milton Friedman, and John Maynard Keynes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Inflation rate, unemployment rate, the level of national output, interest rates, trade deficit, budget deficit, and the rate of economic growth</li> <li>2. Stadium issues, highway construction, local economic development</li> </ol>

VI. ECONOMICS	C. Essential Skills	The student will learn and be able to apply personal financial management and investment practices	<ol style="list-style-type: none"> <li>1. Students will analyze short- and long-term investment options such as stocks, bonds, real estate, and mutual funds by comparing the risk, return, and liquidity of these instruments.</li> <li>2. Students will recognize a proper role for credit and how to utilize risk management strategies including the use of insurance.</li> <li>3. Students will explain the concepts of compound interest and the Rule of 72, and the applicability to both investment gains and debt retirement.</li> </ol>	
VI. ECONOMICS	D. International Economic Relationships	The student will understand the key factors involved in the United States <sup>1</sup> economic relationships with other nations.	<ol style="list-style-type: none"> <li>1. Students will understand and apply the concepts of comparative and absolute advantage in international trade.</li> <li>2. Students will analyze the controversy and major arguments for and against international trade agreements such as NAFTA and GATT.</li> <li>3. Students will know the major characteristics of the principal types of economic systems in this world and compare and contrast them with the U.S. system.</li> <li>4. Students will know and understand the significance of these concepts: trade deficits, exchange rates, trade barriers, balance of trade, foreign exchange markets, and give examples of their current application to U.S. trade relationships with other countries in the world.</li> <li>5. Students will know the roles of the World Bank and IMF, analyze their effectiveness in the world community, and critique their operation in a specific country.</li> <li>6. Students will examine the impact of U.S. foreign policy on the economies of developing countries.</li> <li>7. Students will know and analyze the reasons some countries are characterized as developing nations.</li> <li>8. Students will examine the purpose and evaluate the effectiveness of U.S. economic aid to developing countries.</li> </ol>	

<p><b>VI.</b> ECONOMICS</p>	<p><b>E.</b> Economics and Public Policy</p>	<p>The student will apply economic theories and concepts to public policy issues.</p>	<ol style="list-style-type: none"> <li>1. Students will know the definitions, evaluate the purposes, and analyze the effects of the following economic activities: government subsidies, government incentives, economic externalities, profit maximization, multinational corporations, unions, right to work laws, government deregulation, entitlements, progressive taxes, government's role in providing in public goods, economic safety nets, and corporate crime.</li> <li>2. Students will use their knowledge of economic concepts and data to analyze a significant national public policy issue and recommend a solution.</li> <li>3. Students will know and analyze how income, and wealth are distributed among different sectors of the population.</li> <li>4. Students will know how poverty is defined in the U.S., what its causes are, examine possible solutions, and analyze the impact poverty has on the short and long run health of the economy.</li> <li>5. Students will use their knowledge of economics to describe and analyze significant world economic issues.</li> <li>6. Students will use the analytical skills commonly used in economics to analyze public policy issues in their community, state, and nation.</li> <li>7. Students will identify and analyze the conflicts that can result from differences between business interests and community interests.</li> <li>8. Students will examine and analyze the economic principles practiced in this country to determine their consistency with the democratic principles upon which our country is based.</li> </ol>	
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## Minnesota Academic Standards in History and Social Studies

### GOVERNMENT AND CITIZENSHIP

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

#### **What is Civic Education?**

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

#### **Why study Civic Education?**

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

<b>GOVERNMENT AND CITIZENSHIP GRADES K-3</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will describe civic values, rights and responsibilities in a republic.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.</li> <li>2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.</li> </ol>	<ol style="list-style-type: none"> <li>1. Patriotism, liberty, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline</li> <li>2. Inalienable rights to life, liberty and the pursuit of happiness; freedom of speech, right to vote, right to run for office, freedom of religion, right to be treated fairly, respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will understand the importance of participation in civic life and demonstrate effective civic skills.	<ol style="list-style-type: none"> <li>1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives.</li> <li>2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority.</li> <li>3. Students will explain the importance of voting and how one vote can make a difference.</li> <li>4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.</li> </ol>	



<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will understand the role of government, rules, and law and why we have them.	<ol style="list-style-type: none"> <li>1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.</li> <li>2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws.</li> <li>3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety, promote education environment, promote fairness, respect, characteristics: fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and promotes the general welfare</li> <li>3. Constitution is a written plan that creates, organizes, and describes what government does, classroom constitutions</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will know key symbols, songs and locations that represent our nation and state.	<ol style="list-style-type: none"> <li>1. Students will recognize the symbols, songs, locations that uniquely identify our nation.</li> <li>2. Students will recognize symbols that are significant for the state of Minnesota.</li> <li>3. Students will describe key national holidays and explain why people celebrate them.</li> </ol>	<ol style="list-style-type: none"> <li>1. U.S. flag, the Pledge of Allegiance, the National Anthem, Independence Day, bald eagle, Statue of Liberty, the White House, the Liberty Bell, patriotic songs.</li> <li>2. The state flag, flower, quarter dollar , and bird</li> <li>3. July 4<sup>th</sup>, Memorial Day, Flag Day, Veterans' Day, Labor Day, and Presidents' Day, Martin Luther King Jr.'s birthday, Thanksgiving</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will understand the importance of key founding documents of the U.S.	<ol style="list-style-type: none"> <li>1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.</li> </ol>	
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will become familiar with statesmen and their leadership and guidance of the republic	<ol style="list-style-type: none"> <li>1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.</li> </ol>	
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Institutions and Processes of the United States	The student will know basic functions of government.	<ol style="list-style-type: none"> <li>1. Students will describe examples of specific services provided by government.</li> <li>2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Police and fire protection, snowplowing, community parks, schools</li> <li>2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, police officers</li> </ol>

<b>GOVERNMENT AND CITIZENSHIP GRADES 4-8</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>VII. GOVERNMENT AND CITIZENSHIP</b>	<b>A. Civic Values, Skills, Rights and responsibilities</b>	The student will recognize the importance of individual action and character in shaping civic life.	<b>1.</b> Students will identify people who have dealt with challenges and made a positive difference in other people’s lives and explain their contributions.	George Washington, Benjamin Franklin, Harriet Tubman, Abraham Lincoln, Martin Luther King, Jr., Chief Joseph of the Nez Perce, Sequoyah, George Washington Carver, Claire Barton, Frederick Douglass, Abigail Adams, Rosa Parks, and other world figures, America’s founders and framers, local and state leaders
<b>VII. GOVERNMENT AND CITIZENSHIP</b>	<b>A. Civic Values, Skills, Rights and Responsibilities</b>	The student will articulate the range of rights and responsibilities in a republic	<b>1.</b> Students will explain protections the Bill of Rights provides to individuals. <b>2.</b> Students will explain some of the responsibilities of people living in a democracy. <b>3.</b> Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution. <b>4.</b> Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities	<b>1.</b> First 10 Amendments <b>2.</b> Respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family, take responsibility for your actions <b>3.</b> Freedom of Conscience <b>4.</b> <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i>
<b>VII. GOVERNMENT AND CITIZENSHIP</b>	<b>A. Civic Values, Skills, Rights and Responsibilities</b>	The student will know how citizenship is established and exercised.	<b>1.</b> Students will explain the meaning of legally-recognized citizenship in the United States, and describe the processes by which an individual may establish U.S. citizenship. <b>2.</b> Students will distinguish between the rights of citizens and non-citizens and describe the use of this distinction throughout U.S. history.	<b>2.</b> Naturalization Act of 1790, Dred Scott decision, 14 <sup>th</sup> , 15 <sup>th</sup> , 19 <sup>th</sup> , and 26 <sup>th</sup> Amendments, birth, naturalization

<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will understand the importance of participation in civic life and demonstrate effective civic skills	<ol style="list-style-type: none"> <li>1. Students will explain the steps necessary to become an informed voter and an engaged citizen.</li> <li>2. Students will explain the meaning of civic life and how all members of a community can be engaged.</li> <li>3. Students will identify and research community problems and recommend solutions.</li> <li>4. Students will analyze sources of information for accuracy, bias, and relevance, and distinguish between fact and opinion in order to analyze a public policy issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize issues and candidates, identify stands taken by candidates on issues, evaluate information for accuracy, bias, and opinion</li> <li>2. Running for elected office, supporting those running for office, informed voting, serving on school board and city council, organizing a neighborhood watch group, speaking at a public meeting, belonging to a political party, community board, block watch, attending school conferences, immigrant and refugee community building</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	Students will know the purpose, function and limits of our republic.	<ol style="list-style-type: none"> <li>1. Students will explain why government is needed and what would happen if there were no government.</li> <li>2. Students will explain what “consent of the governed” means and how it is expressed in the preamble to the Constitution.</li> <li>3. Students will define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy.</li> <li>4. Students will understand how governmental power is limited through federalism and a system of checks and balances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Protect individual rights and promote the general welfare, provide order, security, predictability</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will know symbols, songs, traditions, and landmarks/monuments that represent the beliefs and principles of the United States.	<ol style="list-style-type: none"> <li>1. Students will explain why key national, state, and local symbols and landmarks and monuments are significant.</li> <li>2. Students will know the Pledge of Allegiance, its history, and why Americans recite it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mount Rushmore, the Liberty Bell, the Washington Monument, the Statue of Liberty, “E Pluribus Unum”</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.	<ol style="list-style-type: none"> <li>1. Students will explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</li> <li>2. Students will explain the ideals of the American system of government: liberty, justice, equality, “E Pluribus Unum”</li> </ol>	<ol style="list-style-type: none"> <li>1. The United States Constitution is the highest law of the land</li> </ol>

<b>VII.</b> <b>GOVERNMENT</b> <b>AND</b> <b>CITIZENSHIP</b>	<b>B.</b> Beliefs and Principles of United States Democracy	The student will explain the importance of law in the American Constitutional system.	<ol style="list-style-type: none"> <li><b>1.</b> Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare</li> <li><b>2.</b> Students will explain that authority for making laws rests with the people, through their elected officials.</li> <li><b>3.</b> Students will distinguish and explain the relationships between making, enforcing and interpreting the law.</li> <li><b>4.</b> Students will evaluate rules and laws using criteria of good laws.</li> <li><b>5.</b> Students will distinguish between civil and criminal law, state and federal law.</li> </ol>	<ol style="list-style-type: none"> <li><b>4.</b> Fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and/or promotes the general welfare</li> </ol>
<b>VII.</b> <b>GOVERNMENT</b> <b>AND</b> <b>CITIZENSHIP</b>	<b>C.</b> Roots of the Republic	The student will demonstrate knowledge of influential and foundational documents of American constitutional government.	<ol style="list-style-type: none"> <li><b>1.</b> Students will explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government.</li> <li><b>2.</b> Students will explain how the Mayflower Compact, Articles of Confederation, and other documents influenced the development of American government.</li> <li><b>3.</b> Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government</li> <li><b>4.</b> Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government</li> <li><b>5.</b> Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> The Virginia Declaration of Rights, the Virginia Statute for Religious Freedom</li> <li><b>3.</b> Rights to life, liberty and pursuit of happiness, right to institute new government, consent of the governed, natural rights, Lincoln’s use of the Declaration in the Gettysburg Address</li> <li><b>4.</b> We the people, to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty</li> </ol>

<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Institutions and Processes of the United States	The student will know the functions of the United States government and ways in which power is delegated and controlled.	<ol style="list-style-type: none"> <li>1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships.</li> <li>2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.</li> <li>3. Students will describe the process by which a bill becomes a law .</li> </ol>	<ol style="list-style-type: none"> <li>1. Articles I, II, III of the Constitution , Amendments 1-10, 13-15</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Institutions and Processes of the United States	The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.	<ol style="list-style-type: none"> <li>1. Students will explain the relationship between the federal government and state governments and define the concept of federalism.</li> <li>2. Students will explain the major purposes of Minnesota's Constitution as stated in its Preamble.</li> <li>3. Students will understand the basic structure and functions of state and local governments.</li> <li>4. Students will identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen.</li> <li>5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reserved powers, Amendment X to the United States Constitution, states' rights</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Institutions and Processes of the United States	The student will describe the relationships the U.S. has with other nations in the world.	<ol style="list-style-type: none"> <li>1. Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives.</li> <li>2. Students will describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Military policy, trade policy</li> <li>2. National sovereignty, UN, NATO, EU</li> </ol>

<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Institutions and Processes of the United States	The student will understand other government systems in the world.	<b>1.</b> Students will compare governmental structure and individual rights in the United States to those in other forms of government.	<b>1.</b> Republic, democracy, monarchy, dictatorship, individual rights, rights to vote, run for office, speech, assembly, religion
<b>GOVERNMENT AND CITIZENSHIP GRADES 9-12</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will understand the scope and limits of rights, the relationship among them, and how they are secured.	<b>1.</b> Students will analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, and subsequent amendments, and in the Minnesota Constitution. <b>2.</b> Students will describe the expansion of protection of individual rights through legislative action and court interpretation. <b>3.</b> Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14 <sup>th</sup> Amendment to apply the Bill of Rights to the states.	<b>1.</b> Amendments 1-10, 13-15, 19, 26 <b>2.</b> Civil Rights Act, Individuals with Disabilities Act; In Re Gault, <i>Tinker v.</i> <i>Des Moines</i> , <i>Brown v. Board of</i> <i>Education</i> <b>3.</b> Due Process and Equal Protection clauses of the 14 <sup>th</sup> Amendment, due process clause of 5 <sup>th</sup> Amendment, <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , <i>Gitlow v. New York</i>

<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p><b>A.</b> Civic Values, Skills, Rights and Responsibilities</p>	<p>The student will know how citizenship is defined, established, and exercised and how it has changed over time.</p>	<p><b>1.</b> Students will define citizenship and describe the processes by which individuals become United States citizens. <b>2.</b> Students will compare the rights and responsibilities of U.S. citizens with the rights and responsibilities of non-citizens in the United States and describe changes in citizenship since 1870.</p>	<p><b>1.</b> Birth in the United States, birth to at least one parent who is a U.S. citizen, adoption, marriage, immigration and naturalization, parental naturalization (for children under 18) <b>2.</b> Rights of legal citizens: vote, run for public office, serve on a jury, hold certain government jobs, use a U.S. passport, receive social security benefits; Responsibilities: both citizens and non-citizens must obey the law, pay taxes, register for selective service (if permanent residents); Chinese Exclusion Act of 1882-1943, American Indian Citizenship Act of 1919, <i>U.S v. Thind</i> (1923), Indian Citizenship Act (Snyder Act) of 1924, Nationality Act of 1940, Executive Order 9066 (Japanese Internment), Immigration and Nationality Act of 1952, Voting Rights Act of 1965</p>
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<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p><b>A.</b> Civic Values, Skills, Rights and Responsibilities</p>	<p>The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will demonstrate the ability to use the print and electronic media to do research and analyze data.</li> <li><b>2.</b> Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.</li> <li><b>3.</b> Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.</li> <li><b>4.</b> Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, and mediation, defending a public policy position in a civil conversation.</li> </ol>	<ol style="list-style-type: none"> <li><b>2.</b> Web pages, editorials, letters to the editor, political cartoons, news and entertainment, political oratory such as: President Lincoln’s Gettysburg address, Martin Luther King Jr.’s I Have a Dream speech, Patrick Henry’s speech to the Virginia House of Burgesses, FDR’s Pearl Harbor speech, President Kennedy’s inaugural address “ask not what...”, President Reagan’s Tear Down this Wall, President Washington’s Farewell address, President Bush’s speech about the 9/11 attacks on the United States</li> <li><b>3.</b> Voting, caucusing, contacting legislators, organizing interest groups, and media, running for elective office letter writing Email, phone call, lobbying, political action committees, campaign contributions, letters to editor/op ed pieces, civil disobedience, volunteering for a campaign, voter registration and get out the vote efforts, attending council and board meetings</li> <li><b>4.</b> Structured dialogues, mock trials, political labels and terms commonly used in public discourse. congressional simulations, student government, peer mediation programs, parliamentary procedure</li> </ol>
<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p><b>B.</b> Beliefs and Principles of United States Democracy</p>	<p>The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.</p>	<ol style="list-style-type: none"> <li><b>1.</b> Students will define and provide examples of fundamental principles and core values of American political and civic life.</li> <li><b>2.</b> Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.</li> <li><b>3.</b> Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare .</li> <li><b>4.</b> Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Liberty, natural law, the common good, general welfare , justice, equality, tolerance, respect for law, rights, responsibilities, social diversity, civic unity, constitutionalism, popular sovereignty, representative democracy, social contract</li> </ol>



<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will know sources of power and authority of United States government.	<ol style="list-style-type: none"> <li>1. Students will analyze the sources of authority and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or republic.</li> <li>2. Students will describe the provisions of the U.S. Constitution, which delegate to the federal government the powers necessary to fulfill the purposes for which it was established.</li> <li>3. Students will distinguish between the powers granted to the government and those retained by the people.</li> <li>4. Students will explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through limited government and the rule of law.</li> </ol>	<ol style="list-style-type: none"> <li>2. Delegated and Enumerated powers, Implied powers (Necessary and Proper Clause)</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will understand tensions that exist between key principles of government in the United States.	<ol style="list-style-type: none"> <li>1. Students will explain the current and historical interpretations of the principle of equal protection of the law.</li> <li>2. Students will examine the tension between the government’s dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept “E Pluribus Unum.”</li> <li>3. Students will describe the principles embedded in the Preamble to the Constitution and evaluate the progress of the United States in realizing those goals.</li> <li>4. Students will analyze the role of civil disobedience in the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, strict scrutiny</li> <li>2. National security and liberty, and the rule of law, freedom of the press and the right to a fair trial</li> </ol>

<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p>C. Roots of the Republic</p>	<p>The student will understand the forces that impacted the founding of the United States</p>	<p><b>1.</b> Students will describe the transplanting of English political and legal institutions to the colonies; explain how political and legal rights were defined and practiced; and analyze the development of representative government.  <b>2.</b> Students will recognize and analyze the impact of early documents on the development of the government of the United States.  <b>3.</b> Students will explain how key principles of the United States government were modeled after other political philosophies.  <b>4.</b> Students will describe revolutionary government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.</p>	<p><b>1.</b> Charters and governing structures of early colonies, English Common Law, political rights defined by gender and property ownership, religion, legal status, influence of Puritanism, the rise of individualism, and participatory government, conflicts between legislative and executive branches, influence of chattel slavery on concept of rights and freedoms; impact of English Civil War and “Glorious Revolution”  <b>2.</b> The Magna Carta, Mayflower Compact, Constitution of the Iroquois Confederation, English Bill of Rights, Blackstone’s Commentaries on the Laws of England , Articles of Confederation, Federalist Papers  <b>3.</b> Greek democracy, Roman republic Thomas Hobbes, John Locke, Jean Jacques Rousseau, Charles-Louis de Montesquieu  <b>4.</b> Development of state constitutions, work of Continental Congress, Northwest Ordinance; the problems of war debt, disposal of western lands, foreign relations, foreign and internal trade, banking, taxation, Shay’s Rebellion</p>
<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p>C. Roots of the Republic</p>	<p>The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.</p>	<p><b>1.</b> Students will analyze principles in the Declaration of Independence, including self-evident truths and inalienable rights, and its impact on the development of the United States government.  <b>2.</b> Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration.</p>	<p><b>1.</b> Laws of nature, rights, popular sovereignty, right of revolution, injuries and usurpations of the king  <b>2.</b> Working Men’s Declaration of Independence 1829, Declaration of Sentiments 1848 (Seneca Falls) Gettysburg Address, Martin Luther King Jr.’s “I have a dream...” Later Critiques by John Stuart Mill and Henry David Thoreau</p>

<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will understand the process of creating the U.S. Constitution.	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe and analyze the debates over the Articles of Confederation and the process and content of the Constitutional Convention, which led to the creation of the U.S. Constitution.</li> <li><b>2.</b> Students will analyze the debate over ratification of the Constitution.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> Constitutional Convention; alternative plans and compromises in drafting and approving Constitution</li> <li><b>2.</b> Federalist and Anti-Federalist arguments in the ratification debates, including the theories and principles discussed in the Federalist Papers and anti-Federalist tracts such as Dickinson’s <i>Letters from a Pennsylvania Farmer</i>; arguments about the necessity of a Bill of Rights and James Madison’s role in its adoption</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will know how Constitutional Amendments and Supreme Court interpretations of the Constitution have increased the impact of the Constitution on people's lives.	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe the development and ratification of the Bill of Rights.</li> <li><b>2.</b> Students will describe the events leading to later amendments.</li> <li><b>3.</b> Students will describe the development of the Supreme Court’s function in interpreting the Constitution.</li> </ol>	<ol style="list-style-type: none"> <li><b>1.</b> 1<sup>st</sup> - 10<sup>th</sup> Amendments</li> <li><b>2.</b> 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 17<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, 26<sup>th</sup> Amendments</li> <li><b>3.</b> John Marshall’s role in defining the function and power of the Supreme Court, pivotal cases such as <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i></li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will know how the U.S. Constitution seeks to prevent the abuse of power.	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe the concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments.</li> <li><b>2.</b> Students will define federalism and describe how power is distributed between the federal government and state governments, or retained by the people of the United States.</li> <li><b>3.</b> Students will explain the process of amending the U.S. Constitution.</li> </ol>	<ol style="list-style-type: none"> <li><b>2.</b> 9<sup>th</sup> and 10<sup>th</sup> Amendments</li> </ol>

<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.	<ol style="list-style-type: none"> <li>1. Students will explain the powers and operations of the legislative branch as defined in Article I of the Constitution and describe and evaluate the procedures involved in passing laws.</li> <li>2. Students will explain the powers and operations of the executive branch as defined in Article II of the Constitution and describe the roles and responsibilities of the president.</li> <li>3. Students will explain the powers and operations of the judicial branch as defined in Article III of the Constitution and describe and evaluate the process used by the Supreme Court in choosing to hear, analyze, and decide a case.</li> <li>4. Students will apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Article I; Structure of Congress (elections, leadership, committee system)</li> <li>2. Article II; Powers and Roles of President; Structure of Executive Branch - Cabinet, Executive Office of the President, Federal Agencies; Process of policy making</li> <li>3. Article III; Powers and Role of Judiciary; Federal and Supreme Court Structure; Judicial review, Judicial restraint and judicial activism, use of precedents</li> <li>4. International-foreign policy ,War on Terrorism, Privacy rights, Affirmative Action</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand the sovereign status of American Indian Nations.	<ol style="list-style-type: none"> <li>1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.</li> </ol>	
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand the role and influence of political processes and organizations.	<ol style="list-style-type: none"> <li>1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.</li> <li>2. Students will examine the impact of American political parties and on elections and public policy.</li> <li>3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiative, referendum, recall</li> </ol>

<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will analyze the relationships and interactions between the United States and other nations and evaluate the role of the U.S. in world affairs.	<ol style="list-style-type: none"> <li>1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.</li> <li>2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government.</li> <li>3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.</li> <li>4. Students will describe the ways the U.S. government develops and carries out U.S. foreign policy and analyze how individuals, businesses, labor, and other groups influence U.S. foreign policy.</li> <li>5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.</li> <li>6. Students will explain the effects of developments in other nations on state and community life in Minnesota, and explain the role of individuals in world affairs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trade, diplomacy, treaties and agreements, military actions</li> <li>3. Competition for resources and territory, differences in system of government, human rights issues, religious or ethnic conflict</li> <li>4. Diplomacy, foreign aid, military aid, humanitarian aid, treaties, sanctions and military intervention</li> <li>5. United Nations, non-governmental organizations, treaties, national sovereignty</li> </ol>
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand Minnesota state and local government structure and political processes.	<ol style="list-style-type: none"> <li>1. Students will examine the structure and process of Minnesota Government as created by the Minnesota Constitution.</li> <li>2. Students will compare the Minnesota Constitution with the U.S. Constitution.</li> <li>3. Students will describe powers, features, and procedures of local government in Minnesota.</li> </ol>	