

Minnesota K-12 Academic Standards

Social Studies

2011



This official standards document contains the 2011 Minnesota K-12 Academic Standards in Social Studies. The social studies standards were adopted into rule on May 6, 2013 and became effective May 13, 2013. These standards must be implemented by schools no later than the 2013-2014 school year.

For further information, please refer to the *Frequently Asked Questions* (FAQ) document for the 2011 Minnesota K-12 Academic Standards in Social Studies. [View the FAQ on the Minnesota Department of Education website](http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html) (<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html>).



Figure 1: 2011 Minnesota Social Studies Standards “At a Glance”

Introduction

The *2011 Minnesota K-12 Academic Standards in Social Studies* set the statewide expectations for K-12 student achievement in the disciplines of citizenship and government, economics, geography and history (United States and world). The 2011 standards are guided by a vision of citizenship and college- and career-readiness. As required by law, the standards identify the academic knowledge and skills that prepare students for postsecondary education, work, and civic life in the 21st century (Minn. Stat. § 120B.021, Subd.4).

In order to meet this vision, the standards require students to understand the facts, concepts, principles and perspectives that shape the social studies disciplines. Students need deep knowledge of this information in order to make sense of their world. In addition to mastering a body of knowledge, students must be able to apply their understanding to complex situations and contexts, some of which are yet to be envisioned. To prepare for these future challenges, the standards also require students to think critically about important issues and communicate their findings, and engage in the processes of problem solving and discipline-based inquiry.

The social studies standards represent the required social studies disciplines addressed in state statute (Minn. Stat. § 120B.021, Subd.1). Students must receive instruction in these four disciplines so that they are able to satisfactorily complete the state standards (and the benchmarks which supplement the standards). The *2011 Minnesota K-12 Academic Standards in Social Studies* represent the minimum requirements that must be addressed by the school curriculum, rather than the curriculum in its entirety. Additional social studies disciplines not represented in the standards, such as psychology, sociology, archeology and anthropology, have strong traditions of instruction in Minnesota schools. Schools may choose to continue offering courses in these disciplines as local traditions, interest and school priorities dictate.

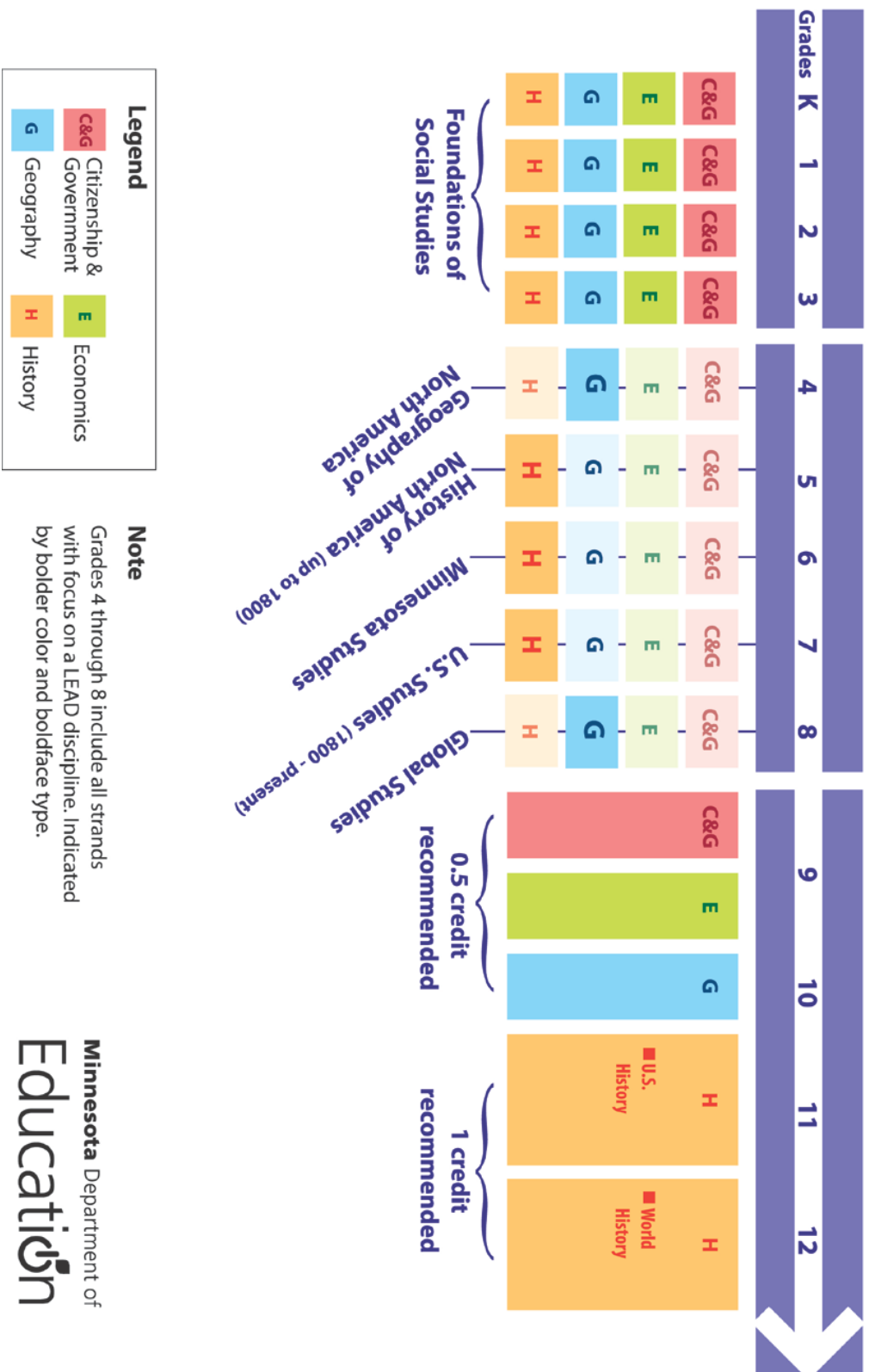


Figure 2: K-12 Sequence of Study

K-12 Overview of the Social Studies Standards

The following are brief summaries of the standards in the primary grades, intermediate and middle school grades, and high school. Figure 2 illustrates the disciplinary focus at each grade level from kindergarten through high school.

At any grade level, the benchmarks from multiple disciplines can be combined to facilitate integrated, or interdisciplinary, learning experiences. This is an example from grade 8 Global Studies:

Students study the human and physical characteristics of Singapore (geography), and the political challenges that ultimately led to the establishment of the Republic of Singapore (history) while reinforcing their understanding of nation-building (citizenship and government) and the concept of comparative advantage in global trade (economics).

Primary Grades

| Grade K Social Studies | Grade 1 Social Studies | Grade 2 Social Studies | Grade 3 Social Studies |
|---------------------------|---------------------------|---------------------------|---------------------------|
| Citizenship & Government | Citizenship & Government | Citizenship & Government | Citizenship & Government |
| Economics | Economics | Economics | Economics |
| Geography | Geography | Geography | Geography |
| History | History | History | History |

Figure 3: Overview of Social Studies in Grades K-3

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another.

Intermediate and Middle Grades

| Grade 4 Geography of North America | Grade 5 History of North America (up to 1800) | Grade 6 Minnesota Studies | Grade 7 U.S. Studies (1800 - present) | Grade 8 Global Studies |
|---------------------------------------|---|------------------------------|---|---------------------------|
| Citizenship & Government | Citizenship & Government | Citizenship & Government | Citizenship & Government | Citizenship & Government |
| Economics | Economics | Economics | Economics | Economics |
| GEOGRAPHY | Geography | Geography | Geography | GEOGRAPHY |
| History | HISTORY | HISTORY | HISTORY | History |

Figure 4: Overview of Social Studies in Grades 4-8

In grades 4 through 8, students are introduced to a disciplinary focus with a "lead discipline" that frames the social studies for that grade level. (The lead discipline for each grade level is described below.) Core concepts from the other three disciplines provide complementary perspectives that promote an integrated understanding of the content. Although there are designated lead and supporting disciplines, the importance of integration should be emphasized: One cannot truly understand history content, for example, without considering the relevant economic, political and geographic factors.

In grade 4, students focus on the Geography of North America. In grade 5, they study the History of North America up to 1800. From this foundation, the context for learning moves from local to global. Beginning with Minnesota Studies in grade 6, students learn about state history and government and Minnesota's role within the larger context of the country. This is followed by United States Studies in grade 7, when students study the country's history and government from 1800 to contemporary times. Social studies in the middle grades culminates in the interdisciplinary learning experiences of Global Studies in grade 8. Students apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history.

High School

| Social Studies Standards Grades 9 through 12 | | | | |
|---|--|--|---|---|
| Strand 1: Citizenship & Government | Strand 2: Economics | Strand 3: Geography | Strand 4: History ■ U. S. History | Strand 4: History ■ World History |
| 0.5 credit recommended | 0.5 credit recommended | 0.5 credit recommended | 1 credit recommended | 1 credit recommended |

Figure 5: Overview of Social Studies in Grades 9-12

Students in high school (grades 9-12) pursue in-depth study of social studies content that equips them with the knowledge and skills required for success in postsecondary education (i.e., freshman-level courses), the skilled workplace and civic life. The amount of content in the standards corresponds to the graduation credit requirements identified in state statutes:

- Three and one-half (3.5) credits of social studies encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies. (Minn. Stat. § 120B.024, Subd. 1(5)).
- A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies if the credit is sufficient to satisfy all of the academic standards in economics. (Minn. Stat. § 120B.024 Subd. 2(a)).

Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. Although the standards in this document are organized by discipline, they may be delivered in an interdisciplinary context.

Organization of the Standards

The social studies content in this document is organized into strands, substrands, standards and benchmarks. The broadest level of organization at each grade level is represented by the four disciplinary *strands*: 1) Citizenship and Government; 2) Economics; 3) Geography; and, 4) History.

The content for each strand is organized into several categories or *substrands*. The first substrand in each discipline indicates key skills or processes that, in most cases, should be applied to the content in other benchmarks rather than taught as a standalone item. For example, students could learn about the powers and operations of local government in Minnesota (content from benchmark 9.1.4.6.8) while doing a project about a local policy issue (civic skills from benchmark 9.1.1.1.4).

Each substrand contains 10 to 23 *standards*. A standard is “a summary description of student learning ” or broad statements of skills and understandings that students must complete for career-and college-readiness and advanced work. (Minn. Stat. §§ 120B.018, Subd. 2; 120B.021 Subd. 4(a)). As such, the standards are grounded or “anchored” in college- and career-readiness. Because they represent the “big picture,” they are repeated at multiple grade levels.

Each anchor standard is composed of one or more grade-level *benchmarks*. A benchmark is written as a learning outcome—“the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.” (Minn. Stat. § 120B.018, Subd. 3). *Benchmarks are unique to each grade level and represent the learning that is to be mastered by the end of a particular grade (in grades K-8) or grade band (in grades 9-12)*. The benchmarks for each anchor standard represent a progression of learning that spans several grades.

The K-12 strands, substrands and anchor standards are listed on pages 10-16.

How to Read the Standards

The standards (i.e., “anchor standards”) are broad statements of skills and understandings that are anchored in college- and career-readiness. The benchmarks are written as learning outcomes—the specific knowledge or skill that students must master to complete part of an academic standard by the end of the grade level or grade band. Each standard should be prefaced with the statement, “*The student will understand that...*”

Many of the benchmarks include examples that clarify the meaning of the benchmark or indicate the level of student understanding. The examples may suggest learning activities or instructional topics. In all cases, however, the examples are optional and are NOT intended to be directives for curriculum or a comprehensive fulfillment of the benchmarks.

The benchmarks for each standard are designated by five-digit codes. For example, in the code **5.3.4.10.1**—

- The 5 refers to grade 5;
- The 3 refers to the third strand, *Geography*;
- The 4 refers to the fourth geography substrand, *Human Environment Interaction*;
- The 10 refers to the tenth geography standard, *the meaning, use, distribution and importance of resources changes over time*.
- The 1 refers to the first benchmark for that standard, *Explain how geographic factors affected land use in the North American colonies*.

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|--------------|----------------------------------|---|------------|--|
| 5 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 5.3.4.10.1 | Explain how geographic factors affected land use in the North American colonies. <i>For example:</i> Geographic factors—climate, landforms, availability of natural resources. |

Codes that begin with “0” indicate benchmarks that are to be mastered in kindergarten, while those that begin with “9” indicate benchmarks that are to be mastered in grades 9-12.

Social Studies Substrands and Standards



Citizenship and Government Substrands and Standards

Substrand 1 Civic Skills

- Standard 1 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

Substrand 2 Civic Values and Principles of Democracy

- Standard 2 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
- Standard 3 The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

Substrand 3 Rights and Responsibilities

- Standard 4 Individuals in a republic have rights, duties and responsibilities.
- Standard 5 Citizenship and its rights and duties are established by law.

Substrand 4 Governmental Institutions and Political Processes

- Standard 6 The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
- Standard 7 The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.
- Standard 8 Public policy is shaped by governmental and non-governmental institutions and political processes.

Standard 9 Free and fair elections are key elements of the United States political system.

Substrand 5 Relationships of the United States to Other Nations and Organizations

Standard 10 The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Standard 11 International political and economic institutions influence world affairs and United States foreign policy.

Standard 12 Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.



Economics Substrands and Standards

Substrand 1: Economic Reasoning Skills

- Standard 1 People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

Substrand 2: Personal Finance

- Standard 2 Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

Substrand 3: Fundamental Concepts

- Standard 3 Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.
- Standard 4 Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

Substrand 4: Microeconomic Concepts

- Standard 5 Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.
- Standard 6 Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.
- Standard 7 Resource markets and financial markets determine wages, interest rates and commodity prices.
- Standard 8 Market failures occur when markets fail to allocate resources efficiently or meet other goals and this often leads to government attempts to correct the problem.

Substrand 5: Macroeconomic Concepts

- Standard 9 Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

- Standard 10 The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.
- Standard 11 The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.
- Standard 12 International trade, exchange rates, and international institutions affect individuals, organizations and governments throughout the world.



Geography Substrands and Standards

Substrand 1: Geospatial Skills

- Standard 1 People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Standard 2 Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

Substrand 2: Places and Regions

- Standard 3 Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
- Standard 4 People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity.

Substrand 3: Human Systems

- Standard 5 The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).
- Standard 6 Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.
- Standard 7 The characteristics, distribution, and complexity of the earth's cultures influence human systems (social, economic and political systems).
- Standard 8 Processes of cooperation and conflict among people influence the division and control of the earth's surface.

Substrand 4: Human Environment Interaction

- Standard 9 The environment influences human actions; and humans both adapt to, and change, the environment.
- Standard 10 The meaning, use, distribution and importance of resources changes over time.



History Substrands and Standards

Substrand 1: Historical Thinking Skills

- Standard 1 Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- Standard 2 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Substrand 2: Peoples, Cultures and Change Over Time

- Standard 3 Historical events have multiple causes and can lead to varied and unintended outcomes.
- Standard 4 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.
- Standard 5 History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

Substrand 3: World History

- Standard 6 Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000—8000 BCE)
- Standard 7 The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE)
- Standard 8 The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE)
- Standard 9 Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450)

- Standard 10 New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750)
- Standard 11 Industrialization ushered in wide-spread population growth and migration, new colonial empires, and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922)
- Standard 12 A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950)
- Standard 13 Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989)
- Standard 14 Globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1950—Present)

Substrand 4: United States History

- Standard 15 North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
- Standard 16 Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands, Colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763)
- Standard 17 The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754—1800)
- Standard 18 Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861)
- Standard 19 Regional tensions around economic development, slavery, territorial expansion, and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory and

continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877)

- Standard 20 As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform. (Development of an industrial United States: 1870—1920)
- Standard 21 The economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)
- Standard 22 Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989)
- Standard 23 The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980—present)

Kindergarten : Foundations of Social Studies

In kindergarten, students are introduced to the four social studies disciplines of citizenship and government, economics, geography and history. They learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America's civic identity, while also learning how cultures differ from one another. They use simple geographical tools and historical stories to explore various places and times. Students also develop an understanding of basic economic concepts of needs and wants as well as good and services.

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|---|-----------|--|
| K | 1. Citizenship and Government | 1.Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. | 0.1.1.1.1 | Demonstrate civic skills in a classroom that reflect an understanding of civic values. <i>For example:</i> Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship. |
| K | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts. | 0.1.2.2.1 | Describe symbols, songs and traditions that identify our nation and state. <i>For example:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag. |
| K | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 0.1.4.7.1 | Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------------------|---|-----------|---|
| K | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 0.2.1.1.1 | Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). <i>For example:</i> Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be famous, to be strong, to be helpful to others. |
| K | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 0.2.1.1.2 | Identify goods and services that could satisfy a specific need or want. <i>For example:</i> The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie. |
| K | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 0.2.4.5.1 | Distinguish between goods (objects that can be seen or touched) and services (actions or activities). <i>For example:</i> Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair. |
| K | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 0.3.1.1.1 | Describe spatial information depicted in simple drawings and pictures. <i>For example:</i> While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|-------------------------------|---|-----------|--|
| K | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 0.3.1.1.2 | Describe a map and a globe as a representation of a space. |
| K | 3. Geography | 2. Places and Regions | 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | 0.3.2.3.1 | Identify the physical and human characteristics of places, including real and imagined places. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. |
| K | 4. History | 1. Historical Thinking Skills | 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | 0.4.1.1.1 | Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. <i>For example:</i> Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|---|---|-----------|--|
| K | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 0.4.1.2.1 | Describe ways people learn about the past. <i>For example:</i> Learning from elders, photos, artifacts, buildings, diaries, stories, videos. |
| K | 4. History | 2. Peoples, Cultures and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | 0.4.2.4.1 | Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. <i>For example:</i> How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving. |

Grade 1 : Foundations of Social Studies

Students in grade one learn basic concepts and skills related to the four social studies disciplines of citizenship and government, economics, geography and history. They expand their understanding of America's civic identity, determine characteristics of effective rules, and demonstrate ways for citizens to participate in civic life. Their exploration of the federal government begins with the elected office of president. Fundamental geography skills are introduced including making sketch maps of places and comparing their physical and human characteristics, and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today. Students acquire a basic understanding of the economic concepts of scarcity and trade, and weigh the costs and benefits of simple alternative choices.

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|---|
| 1 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values; practice civic discourse; vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 1.1.1.1.1 | Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. <i>For example:</i> Ways to participate—pick up trash in park, vote; help make class decisions. |
| 1 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts. | 1.1.2.2.1 | Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette and other demonstrations of patriotism. |
| 1 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 1.1.4.6.1 | Identify the president of the United States; explain that voting determines who will be president. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|---|------------------------|---|
| 1 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 1.1.4.7.1 | Identify characteristics of effective rules; participate in a process to establish rules. <i>For example:</i> Characteristics of effective rules—fair, understandable, enforceable; connected to goals. |
| 1 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. 3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. | 1.2.1.1.1 1.2.3.3.1 | Describe some costs and benefits of alternative choices made by families. Define scarcity as not having enough of something to satisfy everyone's wants; give examples. <i>For example:</i> Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want. |
| 1 | 3. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 1.2.4.5.1 | Explain that people trade (voluntarily) when they each expect to be better off after doing so. <i>For example:</i> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|-------------------------------|---|-----------|---|
| 1 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 1.3.1.1.1 | Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places—one's home or classroom. |
| 1 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 1.3.1.1.2 | Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location. <i>For example:</i> Relative location words—near, far, left, right. Absolute location words—street address (important for emergencies, mail). |
| 1 | 3. Geography | 2. Places and Regions | 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | 1.3.2.3.1 | Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region). <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. |
| 1 | 4. History | 1. Historical Thinking Skills | 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | 1.4.1.1.1 | Create a timeline that identifies at least three events from one's own life. <i>For example:</i> Events—birth, walking, loss of first tooth, first day of school. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|---|---|-----------|---|
| 1 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 1.4.1.2.1 | Ask basic historical questions about a past event in one's family, school or local community. <i>For example:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have? |
| 1 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 1.4.1.2.2 | Describe how people lived at a particular time in the past based on information found in historical records and artifacts. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. |
| 1 | 4. History | 2. Peoples, Cultures and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | 1.4.2.4.1 | Compare and contrast family life from earlier times and today. <i>For example:</i> Various aspects of family life—housing, clothing, food, language, work, recreation, education. |
| 1 | 4. History | 2. Peoples, Cultures and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | 1.4.2.4.2 | Compare and contrast buildings and other technologies from earlier times and today. <i>For example:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies—arches, domes, glass. Communication technologies—scrolls, books, emails; Transportation technologies—chariot, train, car. |

Grade 2: Foundations of Social Studies

Students in grade two continue to build their foundational understanding in the social studies disciplines of citizenship and government, economics, geography and history. They learn about the need for fair voting processes, and the importance of constitutions and obeying rules. They study indigenous people and the influence of a variety of cultures on our society, gaining an understanding of the United States' common heritage and diverse roots. Students begin to understand how resources and physical features influence the distribution of people around the world, and use maps and other geographic tools to explain the characteristics of places. They use calendars and timelines to track the passage of time and chronicle events. By describing the trade-offs of a decision, students learn the concept of opportunity cost and its connection to scarcity of resources.

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|-------------------------------|---|---|-----------|--|
| 2 | 1. Citizenship and Government | 1. Civic Skills | <p>Understand that...</p> <p>1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p> | 2.1.1.1.1 | <p>Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</p> |
| 2 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | <p>2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents</p> | 2.1.2.2.1 | <p>Explain the importance of constitutions. <i>For example:</i> Examples of constitutions—a classroom constitution, club charter, the United States Constitution.</p> |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|---|
| 2 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 2.1.4.7.1 | Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. <i>For example:</i> Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked. |
| 2 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 2.2.1.1.1 | Given a goal and several alternative choices to reach that goal, select the best choice and explain why. |
| 2 | 2. Economics | 3. Fundamental Concepts | 3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. | 2.2.3.3.1 | Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen. <i>For example:</i> Joe can visit his grandparents, go to a park, or see a movie. He only has enough time to do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|---|---|-----------|---|
| 2 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 2.2.4.5.1 | Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. <i>For example:</i> Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse. |
| 2 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 2.2.4.5.2 | Identify money as any generally accepted item used in making exchanges. <i>For example:</i> United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800s; salt used in the Roman Empire; cowry shells used in ancient China, metal coins used in Anatolia (Turkey) in 500 BCE. |
| 2 | 3. Geography | 1. Geospatial Skills— The World in Spatial Terms | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 2.3.1.1.1 | Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. |
| 2 | 3. Geography | 1. Geospatial Skills— The World in Spatial Terms | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 2.3.1.1.2 | Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. <i>For example:</i> Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|----------------------------|---|---|-----------|---|
| 2 | 3. Geography | 1. Geospatial Skills— The World in Spatial Terms | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 2.3.1.1.3 | Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States. <i>For example:</i> Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial. |
| 2 | 3. Geography | 1. Geospatial Skills— The World in Spatial Terms | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 2.3.1.1.4 | Use maps, photos, or other geographic tools to answer basic questions about where people are located. <i>For example:</i> Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? |
| 2 | 3. Geography | 4. Human Environment Interaction | 9. The environment influences human actions; and humans both adapt to, and change, the environment. | 2.3.4.9.1 | Identify causes and consequences of human impact on the environment and ways that the environment influences people. |
| 2 | 4. History 3. Geography | 1. Historical Thinking Skills | 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | 2.4.1.1.1 | Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|---|---|-----------|--|
| 2 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 2.4.1.2.1 | Use historical records and artifacts to describe how people's lives have changed over time. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. |
| 2 | 4. History | 2. Peoples, Cultures and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | 2.4.2.4.1 | Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today. |
| 2 | 4. History | 2. Peoples, Cultures and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | 2.4.2.4.2 | Describe how the culture of a community reflects the history, daily life or beliefs of its people. <i>For example:</i> Elements of culture—foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing. |

Grade 3: Foundations of Social Studies

In grade three, students expand and deepen their knowledge in the four social studies disciplines of citizenship and government, economics, geography and history. By applying basic concepts in each discipline to complex communities and environments near and far, students begin to understand the social, economic, geographic and political aspects of life in the world beyond our state and nation. They further explore the civic relationship between an individual and the community in the United States in which he or she lives, the three branches of government, and the functions and funding of government. They create and interpret simple maps, using them to understand the physical and human characteristics of places around the world, from one's neighborhood to vast regions of the earth. As students examine the world of long ago through historical records, maps and artifacts, they discover how geographic factors, technology, and individual and group actions have shaped history. Students practice weighing the costs and benefits in making decisions, and examine the economic forces that influence interactions among individuals in a community.

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|---|--|-----------|--|
| 3 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 3.1.1.1.1 | Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. <i>For example:</i> Ways to make a difference—pick up trash in park, vote, help make class decisions, write a letter, make phone calls, create an advertisement or web page, attend a meeting. |
| 3 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 3.1.2.3.1 | Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights. <i>For example:</i> Majority rule and minority rights can be demonstrated through a class vote on a class snack when two students have peanut allergies. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|---|
| 3 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 3.1.4.6.1 | Describe the importance of the services provided by government; explain that they are funded through taxes and fees. <i>For example:</i> Services— schools, parks, garbage and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service. |
| 3 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 3.1.4.6.2 | Identify the three branches of government (executive, legislative, and judicial) and their primary functions. <i>For example:</i> Primary functions—legislative branch makes laws, executive branch carries out laws, judicial branch decides if laws are broken. |
| 3 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 3.2.1.1.1 | Identify possible short- and long-term consequences (costs and benefits) of different choices. <i>For example:</i> Choices might relate to personal spending or government spending. |
| 3 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 3.2.2.2.1 | Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services. <i>For example:</i> Income—a student being paid a \$4 allowance for doing chores, a student's parent being paid money for working at his or her job. Expenditures—a student spending \$3 for a sandwich, a student's parent spending \$20 for gasoline. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|---------------------------|---|-----------|--|
| 3 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 3.2.4.5.1 | Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service. <i>For example:</i> Contemporary examples—Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource); producing a haircut requires water (natural resource), scissors or clippers (capital resource), a barber (human resource). Historical examples—Building a pyramid requires bricks made from mud and straw (natural resources), carts (capital resources), and workers (human resources); making a dugout canoe requires trees (natural resource), an axe (capital resource), and skilled workers (human resource). |
| 3 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 3.2.4.5.2 | Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources. <i>For example:</i> Consumers—parents work (sell their human resource services) so they can buy food, gasoline, electricity. Producers—a business sells refrigerators and pays for the resources (raw materials, workers, and machines) required to produce the refrigerators. |
| 3 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 3.3.1.1.1 | Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world. <i>For example:</i> Relative location words—close to, above, bordering. Description using relative location |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|----------------------|--|-----------|--|
| | | | | | <p>words—"Our school is across from the post office." Description using cardinal directions—"Mexico is south of the United States." Description using intermediate directions—"Hawaii is southwest of the continental United States."</p> |
| 3 | 3. Geography | 1. Geospatial Skills | <p>1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p> | 3.3.1.1.2 | <p>Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> Global places—country, continent, ocean. "TODALS" map basics—title, orientation, date, author, legend (key), and scale. Local places—city, village. Spatial information—cities, roads, boundaries, bodies of water, regions.</p> |
| 3 | 3. Geography | 3. Human Systems | <p>6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</p> | 3.3.3.6.1 | <p>Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world. <i>For example:</i> Mountainous and arid places tend to have less population than coastal places.</p> |
| 3 | 3. Geography | 3. Human Systems | <p>8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.</p> | 3.3.3.8.1 | <p>Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries. <i>For example:</i> Physical features—mountains, rivers, bodies of water. Human-made features—fences, hedges, political boundaries.</p> |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|-------------------------------|---|-----------|---|
| 3 | 4. History | 1. Historical Thinking Skills | 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | 3.4.1.1.1 | Reference different time periods using correct terminology, including the terms decade, century and millennium. |
| 3 | 4. History | 1. Historical Thinking Skills | 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | 3.4.1.1.2 | Create timelines of important events in three different time scales—decades, centuries and millennia. |
| 3 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 3.4.1.2.1 | Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent. <i>For example:</i> Historical records—photos, oral histories, diaries or journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have? |
| 3 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 3.4.1.2.2 | Compare and contrast two different accounts of an event. <i>For example:</i> Event—a playground conflict, current event, historic event. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--|--|-----------|--|
| 3 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 3.4.1.2.3 | Compare and contrast various ways that different cultures have expressed concepts of time and space. <i>For example:</i> Calendar systems—Sun dial, Chinese, Hindu, Mayan or Aztec, Hebrew and Islamic calendars, Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information—Chinese "Jingban Tianwen Quantu" map, Ptolemaic maps, Islamic maps by Muhammad al-Idrisi, Polynesian stick and reed maps. |
| 3 | 4. History | 2. Peoples, Cultures, and Change Over Time | 3. Historical events have multiple causes and can lead to varied and unintended outcomes. | 3.4.2.3.1 | Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes. <i>For example:</i> Inventions—Roman aqueducts, Chinese compass, cuneiform. |
| 3 | 4. History | 2. Peoples, Cultures and Change Over Time | 5. History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world. | 3.4.2.5.1 | Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them. <i>For example:</i> Individuals—Alexander the Great, Cleopatra, Chinggis Khan, Kemal Ataturk, Mohandas Gandhi, Nelson Mandela, Vang Pao, Muhammad Yunus, Aung San Suu Kyi. Groups might include ethnic or cultural groups, religious groups, political groups. |
| 3 | 4. History | 3. World History | 7. The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE) | 3.4.3.7.1 | Explain how the environment influenced the settlement of ancient peoples in three different regions of the world. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE) <i>For example:</i> Civilizations from the Mediterranean region—Nile River Valley. Civilizations from Asia—Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from the Americas—Notre Chico/Supé |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|------------------|---|-----------|---|
| | | | | | Valley (Peru). |
| 3 | 4. History | 3. World History | 8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE) | 3.4.3.8.1 | Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE) <i>For example:</i> Methods of communication—signal fires on the Great Wall of China, Peruvian Quipu, hieroglyphics. Other regions of the world might include Syria (city of Urkesh), northeastern Africa (Kingdom of Kush), Turkey (Assyrian Empire). |
| 3 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE—1450 CE) | 3.4.3.9.1 | Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE—1450 CE) <i>For example:</i> Civilizations from the Mediterranean region—Byzantine and Muslim World Medieval Europe. Civilizations from Asia—Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas—Inca, Aztec. Civilizations from Africa—Aksum, Great Zimbabwe. |

Grade 4: Geography of North America

Grade four departs from the approach in the primary years (an approach that placed equal emphasis on each of the social studies disciplines) to a more discipline-centered approach. A “lead discipline” is featured in each of grades four through eight. In grade four, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. Students master the understandings that lay the geographical foundation for the interdisciplinary Minnesota, United States, and Global Studies courses to follow in the middle grades. They create and use various kinds of maps to identify the physical and human characteristics of places, examine regions in different locations and time periods, and analyze patterns and trends in the United States, Mexico and Canada. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market). Students practice a reasoned decision-making process to make choices—an important building block for their understanding of personal finance that will be developed in later grades.

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|--|
| 4 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 4.1.1.1.1 | Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. <i>For example:</i> Ways people take action—write a letter, make phone calls, create an advertisement or web page, attend a meeting. |
| 4 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 4.1.4.6.1 | Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>For example:</i> Services provided by tribal governments—schools, hunting and fishing regulations. |
| 4 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 4.1.4.6.2 | Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected. <i>For example:</i> Mayor, city council member, state senator, governor. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------------------|---|-----------|--|
| 4 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 4.2.1.1.1 | Apply a reasoned decision-making process to make a choice. <i>For example:</i> Processes—a decision tree or PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). A choice—evaluating the benefits and costs of buying a new game. |
| 4 | 2. Economics | 3. Fundamental Concepts | 3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. | 4.2.3.3.1 | Define the productivity of a resource and describe ways to increase it. <i>For example:</i> Productivity equals the amount of output divided by the amount of input (resource). Things that can increase productivity—division of labor, specialization, improvements in technology (the way things are made). The productivity of a corn farmer (resource) has been improved by the use of specialized equipment, development of new varieties of seeds and fertilizers and improved farming techniques. |
| 4 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons: interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 4.2.4.5.1 | Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets. <i>For example:</i> Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices—\$40 for a video game, \$15 for one hour of a worker's labor. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|----------------------|---|-----------|---|
| 4 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 4.3.1.1.1 | Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> “TODALS” map basics—title, orientation, date, author, legend/key, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions. |
| 4 | 3. Geography | 1. Geospatial skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 4.3.1.1.2 | Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico. |
| 4 | 3. Geography | 1. Geospatial skills | 2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future. | 4.3.1.2.1 | Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico. <i>For example:</i> How has human activity had an impact on the environment? Which region has the largest population? Where are the manufacturing centers of a country? Which languages are spoken in different places? Other questions might relate to environmental concerns, transportation issues, flood control. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|-----------------------|---|-----------|---|
| 4 | 3. Geography | 1. Geospatial skills | 2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future. | 4.3.1.2.2 | Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico. |
| 4 | 3. Geography | 2. Places and Regions | 3. Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems). | 4.3.2.3.1 | Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics—structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. |
| 4 | 3. Geography | 2. Places and Regions | 4. People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity. | 4.3.2.4.1 | Name and locate states and territories, major cities and state capitals in the United States. |
| 4 | 3. Geography | 2. Places and Regions | 4. People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity. | 4.3.2.4.2 | Name and locate countries neighboring the United States and their major cities. <i>For example:</i> Countries neighboring the United States—Canada, Mexico, Cuba, Russia; Major cities—Toronto, Montreal, Winnipeg, Vancouver, Mexico City, Havana. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|----------------------------------|--|------------|--|
| 4 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 4.3.3.5.1 | Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century. |
| 4 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 4.3.3.6.1 | Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada. <i>For example:</i> Geographic factors—climate, landforms, availability of natural resources. |
| 4 | 3. Geography | 4. Human Environment Interaction | 9. The environment influences human actions; and humans both adapt to and change, the environment. | 4.3.4.9.1 | Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. <i>For example:</i> Humans cut down a forest to clear land for farming, which leads to soil erosion. Consequently, humans have to use more fertilizer to supplement the nutrients in the soil. |
| 4 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 4.3.4.10.1 | Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada. |
| 4 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 4.3.4.10.2 | Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States. <i>For example:</i> Agricultural regions—"Corn Belt," "Dairy Belt," crop regions. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--|---|-----------|---|
| 4 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 4.4.1.2.1 | Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time. <i>For example:</i> The United States, Canada, or Mexico in 1800 versus 1900; population centers over time; natural resource use over time. |
| 4 | 4. History | 2. Peoples, Cultures, and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | 4.4.2.4.1 | Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came. |

Grade 5: History of North America (up to 1800)

In grade five, the “lead discipline” is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. They examine regional geographic factors and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. Students become immersed in historical inquiry, learning to “think like a historian.” They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|-------------------------------|-----------------|---|-----------|--|
| 5 | 1. Citizenship and Government | 1. Civic Skills | Understand that... 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. | 5.1.1.1.1 | Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals. <i>For example:</i> Historic events—Constitutional Convention, a town meeting. |
| 5 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. | 5.1.1.1.2 | Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. <i>For example:</i> Public problem—Students litter while walking to school; balls from the playground land in neighbors' yards. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|---|
| 5 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts. | 5.1.2.2.1 | Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture. <i>For example:</i> Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman. |
| 5 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 5.1.3.4.1 | Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the United States Constitution. <i>For example:</i> Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments). |
| 5 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 5.1.4.6.1 | Explain the primary functions of the three branches of government and how the leaders of each branch are selected as established in the United States Constitution. <i>For example:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|---|
| 5 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 5.1.4.6.2 | Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances. |
| 5. | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 5.1.4.6.3 | Identify taxes and fees collected and services provided by governments during colonial times; compare these to the taxes and fees collected and services provided by the government today. <i>For example:</i> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks. |
| 5 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 5.1.4.7.1 | Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------------------|--|-----------|---|
| 5 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 5.2.1.1.1 | Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. <i>For example:</i> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). |
| 5 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 5.2.2.2.1 | Describe various uses of income and discuss advantages and disadvantages of each. <i>For example:</i> Uses of income—spend, save, pay taxes, contribute to others. Advantages of saving—earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now. |
| 5 | 2. Economics | 4. Microeconomic Concepts | 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services. | 5.2.4.6.1 | Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used). <i>For example:</i> Entrepreneurs— European explorers and traders. Profit equals revenue minus cost. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|----------------------------------|---|------------|--|
| 5 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 5.3.1.1.1 | Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> "TODALS" map basics—title, orientation, date, author, legend/ key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions. |
| 5 | 3. Geography | 2. Places and Regions | 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | 5.3.2.3.1 | Locate and identify the physical and human characteristics of places in the North American colonies. <i>For example:</i> Physical characteristics—landforms (Appalachian Mountains), ecosystems (forest), bodies of water (Potomac River, Chesapeake Bay), soil, vegetation, weather and climate. Human characteristics—structures (Faneuil Hall), cities (Richmond, Philadelphia, New York City), political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. |
| 5 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 5.3.4.10.1 | Explain how geographic factors affected land use in the North American colonies. <i>For example:</i> Geographic factors—climate, landforms, availability of natural resources. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--|--|------------|---|
| 5 | 4. History | 1. Historical Thinking Skills | 1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | 5.4.1.1.1 | Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. <i>For example:</i> Eras—Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution. |
| 5 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 5.4.1.2.1 | Pose questions about a topic in history; examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions. |
| 5 | 4. History | 2. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 5.4.1.2.2 | Explain a historical event from multiple perspectives. <i>For example:</i> Event—Boston Massacre; Perspectives—British soldiers, American colonists. |
| 5 | 4. History | 1. Historical Thinking Skills | 1. Historical Thinking Skills | | Analyze multiple causes and outcomes of a historical event. <i>For example:</i> Historical event—the Columbian Exchange, the Seven Years' War. |
| 5 | 4. History | 2. Peoples, Cultures, and Change Over Time | 3. Historical events have multiple causes and can lead to varied and unintended outcomes. | 5.4.2.3.1 | |
| 5 | 4. History | 4. United States History | 15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact) | 5.4.4.15.1 | Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) <i>For example:</i> Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|-------------|--|
| 5 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 5.4.4. 16.1 | Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763) <i>For example:</i> Motivations—the search for a route to Asia, rivalries for resources, religious competition. |
| 5 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 5.4.4. 16.2 | Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763) |
| 5 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 5.4.4. 16.3 | Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763). |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|-------------|--|
| 5 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations; and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 5.4.4. 16.4 | Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763) |
| 5 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations; and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 5.4.4. 16.5 | Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763) |
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.1 | Identify major conflicts between the colonies and England following the Seven Years' War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend Acts, Tea Act, "Coercive" Acts, Quebec Act), "taxation without representation," the Boston Tea Party, the Quartering Act. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|-------------|---|
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.2 | Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Colonial charters, Mayflower Compact, colonial assemblies. |
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.3 | Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Lexington and Concord, Saratoga, Yorktown, Treaty of Paris. |
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.4 | Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks. |
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.5 | Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|-------------|--|
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.6 | Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800) |
| 5 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800) | 5.4.4. 17.7 | Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800) <i>For example:</i> Distribution of political power, rights of individuals, rights of states, slavery, the "Great Compromise." |

Grade 6: Minnesota Studies

In the middle grades, the “lead discipline” approach continues, but with added emphasis on interdisciplinary connections (as the word “Studies” in the title “Minnesota Studies” suggests). Grade six features history as the lead discipline, but the focus includes geographic, economic and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state’s physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels. They learn about the unique role Minnesota played, and continues to play, in regional, national and global politics.

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|-------------------------------|-----------------|--|-----------|--|
| 6 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 6.1.1.1.1 | Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue. <i>For example:</i> Historical issues—women’s suffrage, treaties with indigenous nations, Civil Rights movement, New Deal programs. Strengths might include—expanded rights to new group of Americans, established tribal sovereignty, collaborative effort of multiple groups in American society, provided a financial safety net for individuals. Weaknesses might include—too expensive, unintended consequences, caused more problems than it solved. |
| 6 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 6.1.1.1.2 | Use graphic data to analyze information about a public issue in state or local government. <i>For example:</i> Graphic data—charts, graphs, maps, surveys, political cartoons. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|--|
| 6 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 6.1.1.1.3 | Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position. <i>For example:</i> State and local policy issues—land use, human services, hunting or fishing regulations, school levy, labor unions. |
| 6 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 6.1.3.4.1 | Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments. <i>For example:</i> Key court cases and state legislation—the Minnesota Human Rights Law, Brown v. Board of Education, Miranda v. Arizona. |
| 6 | 1. Citizenship and Government | 3. Rights and Responsibilities | 5. Citizenship and its rights and duties are established by law. | 6.1.3.5.1 | Define citizenship in the United States and explain that individuals become citizens by birth or naturalization. |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.1 | Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|--|
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.2 | Define federalism and describe the relationship between the powers of the federal and state governments. |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.3 | Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights. |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.4 | Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them. <i>For example:</i> State governmental offices—attorney general, secretary of state. Local governmental offices—city council, county board. |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.5 | Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state and local laws. <i>For example:</i> Federal laws—immigration. State laws—drivers' licenses. City ordinances—gun control. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|---|--|------------|---|
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.6 | Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system. <i>For example:</i> Juvenile status offenses (laws that regulate behavior because the offender is under age)—truancy, tobacco use by minor, curfew violations. Goal—rehabilitation. (The adult system is more punitive.) Penalties—treatment, restorative justice, probation, deferred penalty. (Adult penalties are primarily fines and incarceration.) Long-term consequences—go beyond penalties imposed by the court system and predict future problems with the law. Privacy concerns—Juvenile proceedings are not open to the public. (Adult trials are public.) |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.6.7 | Compare and contrast the basic structures, functions and ways of funding state and local governments. <i>For example:</i> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks. |
| 6 | 1. Citizenship and Government | 5. Relationships of the U.S. to Other Nations and Organizations | 10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | 6.1.5.10.1 | Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today. <i>For example:</i> Organization of tribal government, gaming rights, hunting and fishing rights. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------------------|---|-----------|--|
| 6 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 6.2.1.1.1 | Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal. |
| 6 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 6.2.2.2.1 | Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one's income. <i>For example:</i> Consider examples of Minnesota entrepreneurs, wages of various careers available in Minnesota, and the education or training required for those careers. |
| 6 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 6.2.4.5.1 | Describe the movement of goods and services, resources and money through markets in a market-based economy. <i>For example:</i> Circular flow model with households and businesses—The Mayo Clinic hires a doctor who uses her income to pay for auto repairs by a small business which then pays its mechanic who in turn uses his income to buy Mayo Clinic medical services. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|---------------------------|---|-----------|--|
| 6 | 2. Economics | 4. Microeconomic concepts | 8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem. | 6.2.4.8.1 | Explain why federal and state governments regulate economic activity to promote public well-being. <i>For example:</i> Regulations—environmental (Environmental Protection Agency, Minnesota Pollution Control Agency), health (Food and Drug Administration), worker safety regulations (Occupational Safety and Health Administration); banking (Federal Deposit Insurance Corporation) and business oversight (Securities and Exchange Commission, Federal Trade Commission), wildlife preservation (Department of Natural Resources); anti-trust laws to promote competition. |
| 6 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 6.3.1.1.1 | Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions. |
| 6 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements. | 6.3.3.6.1 | Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota. <i>For example:</i> Physical features—ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota’s indigenous people. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|----------------------------------|---|-------------|--|
| 6 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 6.3.4. 10.1 | Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time. <i>For example:</i> Land use might include agriculture, settlement, suburbanization, recreation, industry. |
| 6 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened. | 6.4.1.2.1 | Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings. |
| 6 | 4. History | 4. United States History | 15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact) | 6.4.4. 15.1 | Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact) |
| 6 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 6.4.4. 16.1 | Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763) <i>For example:</i> The role of missionaries, the transmission of diseases, the domino effect of people being pushed further west due to the fur trade in Great Lakes region. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|------------|---|
| 6 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 6.4.4.18.1 | Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861) <i>For example:</i> Louisiana Purchase in 1803, changing relationships between the United States and Dakota and Anishinaabe, competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat. |
| 6 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 6.4.4.18.2 | Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. (Expansion and Reform: 1792-1861) |
| 6 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 6.4.4.18.3 | Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861) <i>For example:</i> census, Territorial congress, writing a state constitution, Pierre "Pig's Eye" Parrant, Henry Sibley, Alexander Ramsey. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|--|------------|--|
| 6 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 6.4.4.19.1 | Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877) <i>For example:</i> Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota. |
| 6 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 6.4.4.19.2 | Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877) |
| 6 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 6.4.4.19.3 | Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war. (Civil War and Reconstruction: 1850-1877) |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|--|------------|---|
| 6 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 6.4.4.20.1 | Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Technological innovation—Improved ground and water transportation increased commerce. |
| 6 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 6.4.4.20.2 | Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Establishment of ethnic communities and neighborhoods, shifting political power, language barriers. |
| 6 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 6.4.4.20.3 | Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Labor unions, Socialists, Progressive Movement, women's suffrage. |
| 6 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 6.4.4.20.4 | Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinabe and Dakota people, especially in the areas of education, land ownership and citizenship. (Development of an Industrial United States: 1870-1920) |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|--|------------|---|
| 6 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an industrial United States: 1870-1920) | 6.4.4.20.5 | Describe the political and social culture of Minnesota during World War I and how it affected Minnesotans. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Temperance Movement, persecution of Germans in Minnesota, Minnesota National Guard, Commission of Public Safety, Non-partisan League. |
| 6 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945) | 6.4.4.21.1 | Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Arts, literature, entertainment, popular culture, gender roles, Prohibition, the Duluth lynchings, the farm crisis. |
| 6 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945) | 6.4.4.21.2 | Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Trucker's Strike, Citizen's Alliance, New Deal Programs (Civilian Conservation Corps camps, Works Progress Administration art programs, National Youth Association roadside attraction construction), formation of the Farmer-Labor Party. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|------------|---|
| 6 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945) | 6.4.4.21.3 | Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The Great Depression and World War II: 1920-1945) <i>For example:</i> America First, Charles Lindbergh, German-American loyalty. |
| 6 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945) | 6.4.4.21.4 | Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production. |
| 6 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 6.4.4.22.1 | Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota's people. (Post-World War II United States: 1945-1989) <i>For example:</i> Growth of suburbs, growth of Minnesota defense industries. |
| 6 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 6.4.4.22.2 | Describe civil rights and conservation movements in post-World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945—1989) <i>For example:</i> Movements—Civil Rights Movement (Hubert H. Humphrey, Eugene McCarthy, student takeover of Morrill Hall at the University of Minnesota); American Indian Movement; Women's Rights Movement; Conservation Movement (Ernest Oberholzer, Boundary Waters Canoe Area). |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|------------|--|
| 6 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 6.4.4.22.3 | Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (post-World War II United States: 1945-1989) <i>For example:</i> World War II refugee resettlement, Vietnam War, The Red Bulls-National Guard, Center for Victims of Torture, post- WWII refugee resettlement. |
| 6 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present) | 6.4.4.23.1 | Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present) |
| 6 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present) | 6.4.4.23.2 | Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present) <i>For example:</i> Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota ideas—rollerblades, Post-it Notes, thermostats. Minnesota industries—mining (taconite); forestry; technology/ health/ biosciences (3M, Medtronic, St. Jude Medical, Mayo Clinic, United Health Group); agriculture and agribusiness (Cargill, General Mills, Land O' Lakes, Hormel Foods); manufacturing (CHS Inc., Ecolab, Toro, Polaris); retail (Dayton's, Target Corporation, Best Buy, Supervalu, Mall of America). |

Grade 7: United States Studies (1800 to present)

Grade seven features history as the “lead discipline” with a strong secondary emphasis on citizenship and government. The interdisciplinary “studies” approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation’s history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation’s history.

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|---|--|-----------|---|
| 7 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 7.1.1.1.1 | Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. <i>For example:</i> Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting. |
| 7 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 7.1.2.3.1 | Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time. <i>For example:</i> Equality, liberty, First Amendment rights, criminal rights, civil rights. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|-----------|--|
| 7 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 7.1.3.4.1 | Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights. <i>For example:</i> Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona. |
| 7 | 1. Citizenship and Government | 3. Rights and Responsibilities | 5. Citizenship and its rights and duties are established by law. | 7.1.3.5.1 | Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making. |
| 7 | 1. Citizenship and Government | 3. Rights and Responsibilities | 5. Citizenship and its rights and duties are established by law. | 7.1.3.5.2 | Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens. <i>For example:</i> Voting, paying taxes, owning property. |
| 7 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 7.1.4.6.1 | Describe historical applications of the principle of checks and balances within the United States government. <i>For example:</i> Johnson's impeachment, Roosevelt's court-packing plan, War Powers Resolution. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|---|------------|---|
| 7 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 7.1.4.7.1 | Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights; supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare. <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964. |
| 7 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 7.1.4.7.2 | Describe the amendment process and the impact of key constitutional amendments. |
| 7 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 9. Free and fair elections are key elements of the United States political system. | 7.1.4.9.1 | Analyze how changes in election processes over time contributed to freer and fairer elections. <i>For example:</i> Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting. |
| 7 | 1. Citizenship and Government | 5. Relationships of the United States to other nations and organizations | 10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | 7.1.5.10.1 | Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------------------|---|-----------|--|
| 7 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 7.2.1.1.1 | Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices. <i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics. |
| 7 | 2. Economics | 3. Fundamental Concepts | 3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. | 7.2.3.3.1 | Explain how items are allocated or rationed when scarcity exists. <i>For example:</i> Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price. |
| 7 | 2. Economics | 4. Microeconomics | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 7.2.4.5.1 | Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market. <i>For example:</i> Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|-------------------------------|--|-----------|--|
| 7 | 2. Economics | 4. Microeconomics | 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services. | 7.2.4.6.1 | Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects. <i>For example:</i> Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources. |
| 7 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 7.3.1.1.1 | Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions. |
| 7 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 7.4.1.2.1 | Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|---|---|------------|---|
| 7 | 4. History | 2. Peoples, Cultures and Change Over Time | 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories; and interactions with other cultures throughout time. | 7.4.2.4.1 | Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the 19th and 20th centuries. |
| 7 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 7.4.4.18.1 | Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861) <i>For example:</i> Tecumseh's War, Adams-Onis Treaty of 1819, Texas annexation, Oregon Trail, "Manifest Destiny" concept |
| 7 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 7.4.4.18.2 | Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861) <i>For example:</i> Cotton gin, power loom, steam engine, railroad. |
| 7 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 7.4.4.18.3 | Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861) <i>For example:</i> Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|--|------------|--|
| 7 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 7.4.4.19.1 | Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877) <i>For example:</i> Missouri Compromise, Nullification Crisis, Compromise of 1850, Bleeding Kansas. |
| 7 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 7.4.4.19.2 | Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877) |
| 7 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 7.4.4.19.3 | Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877) <i>For example:</i> Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|--|------------|--|
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.1 | Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck & Co. |
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.2 | Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the 20th century. (Development of an Industrial United States: 1870-1920) <i>For example:</i> The "New Immigration" from Eastern and Southern Europe, "Great Migration" of African-Americans to the North, Tammany Hall, Sherman Anti-Trust Act. |
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.3 | Compare and contrast reform movements at the turn of the 20th century. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP). |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|--|------------|---|
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.4 | Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Withdrawal of federal troops from the South in 1877, Southern "redeemer" governments, 1892 <i>Plessy v. Ferguson</i> decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act. |
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.5 | Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the 19th Amendment. (Development of an Industrial United States: 1870-1920) <i>For example:</i> National American Woman Suffrage Association, National Women's Party. |
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.6 | Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Spanish-American War, "Big Stick" and Dollar Diplomacy, annexation of Hawaii. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|------------|--|
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.7 | Outline the causes and conduct of World War I, including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Submarine warfare, the sinking of the <i>Lusitania</i> , Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference. |
| 7 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.8 | Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots. |
| 7 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) | 7.4.4.21.1 | Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl. |

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|-------|------------|--------------------------|---|------------|---|
| 7 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) | 7.4.4.21.2 | Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Bonus Army, "Okie" migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment. |
| 7 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) | 7.4.4.21.3 | Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Industrial mobilization, rationing, "Rosie the Riveter" and the female labor force, Bracero Program, uses of propaganda. |
| 7 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) | 7.4.4.21.4 | Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945) <i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, treatment of Japanese-Americans, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|--------------------------|---|------------|--|
| 7 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.1 | Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989) <i>For example:</i> Military actions—Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions—Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race. |
| 7 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.2 | Analyze the social and political effects of the Cold War on the people of the United States. (Post-World War II United States: 1945-1989) <i>For example:</i> Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements. |
| 7 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.3 | Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989) <i>For example:</i> Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation—United Nations, World Bank, United States Agency for International Development, anti-apartheid movement. |

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|-------|------------|--------------------------|---|------------|---|
| 7 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.4 | Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989) <i>For example:</i> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority. |
| 7 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.5 | Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989) <i>For example:</i> G.I. Bill, Fair Deal, New Frontier, Great Society. |
| 7 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.6 | Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989) |
| 7 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present) | 7.4.4.23.1 | Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present) <i>For example:</i> New technologies—changes in media (including telecommunications), medicine, transportation, agriculture. |

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|-------|------------|--------------------------|---|------------|--|
| 7 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present) | 7.4.4.23.2 | Analyze the changing relations between the United States and other countries around the world in the beginning of the 21st century. (The United States in a New Global Age: 1980-present) <i>For example:</i> North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa. |

Grade 8: Global Studies

Grade eight features geography as the “lead discipline” with a strong secondary emphasis on contemporary world history. Content drawn from citizenship and government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary “studies” approach. Students in grade 8 explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry, and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. They learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

Note: As in all other grades, the grade 8 benchmarks may be arranged in any order for instruction. Benchmarks from all four strands (disciplines) can be integrated into one seamless course arranged by region, chronology, theme or other organizing framework as determined by the school district.

The following regions are addressed by the grade 8 benchmarks:

- North America
- Latin America
- Europe and Russia
- Southwest Asia and North Africa
- East Asia and Southeast Asia
- South Asia and Central Asia
- Africa South of the Sahara
- Australia/Oceania

The following time periods are addressed by the grade 8 benchmarks:

- The New Global Era: 1989 to Present
- The World After World War II: 1950—1989

The following themes (or skills) are addressed by the grade 8 benchmarks:

- Cultural Characteristics, Technology, and Ideas
- Economic Development and Trade
- Population and Migration
- Human Interaction with the Environment
- Skills such as civic participation, economic reasoning, geographic inquiry and geospatial technology, and historical inquiry

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|-------------------------------|--|--|------------|--|
| 8 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 8.1.1.1.1 | Exhibit civic skills, including participating in civic discussion on issues in the contemporary world; demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. <i>For example:</i> Civic discourse skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Issues in the contemporary world might include participation in international treaty organizations, positive discrimination/affirmative action, environmental issues. |
| 8 | 1. Citizenship and Government | 5. Relationships of the United States to other nations and organizations | 11. International political and economic institutions influence world affairs and United States foreign policy. | 8.1.5.11.1 | Explain why governments belong to different types of economic alliances and international and regional organizations. <i>For example:</i> United Nations, World Trade Organization, Arab League, African Union, European Union, North Atlantic Treaty Organization, Organization of American States. |
| 8 | 1. Citizenship and Government | 5. Relationships of the United States to other nations and organizations | 12. Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments. | 8.1.5.12.1 | Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society. <i>For example:</i> The rise of Confucianism reflected an emphasis on social harmony, the rise of dictatorships in Europe reflected an emphasis on stability, and the rise of theocracies in contemporary Iran reflects an emphasis on the primacy of religious values. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------------------|--|-----------|---|
| 8 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 8.2.1.1.1 | Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices. <i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis; consideration of sunk costs, results of behavioral economics. |
| 8 | 2. Economics | 3. Fundamental Concepts | 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals. | 8.2.3.4.1 | Identify factors which affect economic growth (percentage changes in real Gross Domestic Product—real GDP) and lead to a different standard of living in different countries. <i>For example:</i> Factors—investment in physical capital, use of natural resources, application of new technologies, education and training, political stability. |
| 8 | 2. Economics | 3. Fundamental Concepts | 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals. | 8.2.3.4.2 | Identify characteristics of command, mixed, and market-based (capitalist) economies; classify the economic systems of countries in a given region. |

| Grade | Strand | Substrand | Standard Understood that... | Code | Benchmark |
|-------|--------------|----------------------|--|------------|--|
| 8 | 2. Economics | 5. Macro-economics | 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world. | 8.2.5.12.1 | <p>Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade.</p> <p><i>For example:</i> Absolute advantage—using fewer resources to produce a good (based on differences in productivity). Comparative advantage—giving up fewer other goods to produce a good (based on differences in opportunity costs). A worker in Country A can produce two rugs or four pizzas in one day, while a worker in Country B can only produce one rug or one half of a pizza. Country A has an absolute advantage in producing both rugs and pizzas (workers can produce more of both). However, Country B has a comparative advantage in producing rugs (one rug costs one half of a pizza in Country B, while in Country A one rug costs two pizzas). Both countries would be better off if Country A specialized in producing pizzas and Country B specialized in producing rugs and they traded at a rate of one rug for one pizza.</p> |
| 8 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 8.3.1.1.1 | <p>Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.</p> <p><i>For example:</i> Sources—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs, maps, aerial photos and other images. Geographic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? Questions might also relate to urban development, environmental concerns, transportation issues, flood control.</p> |

| Grade | Strand | Substrand | Standard Understood that... | Code | Benchmark |
|-------|--------------|-----------------------|---|-----------|---|
| 8 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 8.3.1.1.2 | Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/ key, source, scale. Spatial information—cities, roads, boundaries, bodies of water, regions. |
| 8 | 3. Geography | 1. Geospatial Skills | 2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future. | 8.3.1.2.1 | Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context. <i>For example:</i> Questions about geographic issues might relate to urban development, environmental concerns, transportation issues, flood control. Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. |
| 8 | 3. Geography | 2. Places and Regions | 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | 8.3.2.3.1 | Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. |

| Grade | Strand | Substrand | Standard Understood that... | Code | Benchmark |
|-------|--------------|------------------|--|-----------|--|
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.1 | Describe the locations of human populations and the cultural characteristics of the United States and Canada. <i>For example:</i> Locations of human populations—density and distribution of population, patterns of human settlement, location of major urban centers, dynamics of population growth, migration, refugees, rural to urban movement, suburbanization, migration of labor. Cultural characteristics—patterns of government, international relations, colonialism, patterns of language, patterns of religion, distribution of major cultural groups and minority groups, significant current changes in culture and economy. |
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.2 | Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies. <i>For example:</i> Mexico City (site of former Aztec Capital), Brasilia (20th century planned city). |
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.3 | Describe the locations of human populations and the cultural characteristics of Europe and Russia, including the role of migration patterns, and the impact of aging population and other effects of demographic transition. <i>For example:</i> Demographic transition caused by industrialization, warfare and European immigration. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------|--|-----------|---|
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.4 | Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa. |
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.5 | Describe the locations of human populations and the cultural characteristics of East Asia and Southeast Asia, including how the demographic transition has influenced the region's population, economy and culture. <i>For example:</i> The aging population of Japan, population policies of China and Japan, rural to urban migration in China, movement of Chinese and South Asian workers into Southeast Asia, migration of Hmong into Southeast Asia. |
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.6 | Describe the locations of human populations and the cultural characteristics of South Asia and Central Asia, including causes for the differences in population density in the region, and implications of population growth in South Asia on the future world population. <i>For example:</i> Relative stability of steppe nomads (herders) over time in Central Asia, intensive agricultural development and demographic transition in South Asia. |
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.7 | Describe the locations of human populations and the cultural characteristics of Africa South of the Sahara, including the causes and effects of the demographic transition since 1945. <i>For example:</i> Industrialization of South Africa, rural-to-urban migration, the AIDS epidemic, transnational migration. |

| Grade | Strand | Substrand | Standard Understood that... | Code | Benchmark |
|-------|--------------|------------------|--|-----------|---|
| 8 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 8.3.3.5.8 | Describe the locations of human populations and the cultural characteristics of Australia/ Oceania. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.1 | Describe how the physical and environmental features of the United States and Canada affect human activity and settlement. <i>For example:</i> Physical and environmental features—Climate, landforms, distribution of resources, waterways, ecosystems. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.2 | Describe how the physical and environmental features of Latin America affect human activity and settlement. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.3 | Describe how the physical and environmental features of Europe and Russia affect human activity and settlement. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.4 | Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|------------------|---|-----------|---|
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.5 | Describe how the physical and environmental features of East Asia and Southeast Asia affect human activity and settlement. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.6 | Describe how the physical and environmental features of South Asia and Central Asia affect human activity and settlement. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.3.6.7 | Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement. |
| 8 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 8.3.2.6.8 | Describe how the physical and environmental features of Australia/ Oceania affect human activity and settlement, including how the human populations have adapted to and changed the landscape differently over time. <i>For example:</i> Aboriginal peoples, gold rush, opal mining, expansion of commercial agriculture, development of the Outback. |
| 8 | 3. Geography | 3. Human Systems | 7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems). | 8.3.3.7.1 | Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India's independence movement. <i>For example:</i> Creation of South Sudan, attempted Biafran independence movement, separation of Singapore from Malaysia, separation of Bangladesh from Pakistan. |

| Grade | Strand | Substrand | Standard Understood that... | Code | Benchmark |
|-------|--------------|----------------------------------|--|------------|---|
| 8 | 3. Geography | 3. Human Systems | 8. Processes of cooperation and conflict among people influence the division and control of Earth's surface. | 8.3.3.8.1 | Describe the impact of nationalist movements in the 20th century on contemporary geopolitics in Southwest Asia and North Africa. <i>For example:</i> Turkish War of Independence, Israeli and Palestinian territorial dispute, various nationalist parties, "Arab Spring". |
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.1 | Explain how the changing patterns of industrialization and trade between the United States, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance. <i>For example:</i> Trade patterns between Minnesota and Mexico, North American Free Trade Agreement, trade patterns between Minnesota and Canada, the building of the Great Lakes Seaway, the manufacturing of automobiles and other products in the Great Lakes Industrial Region, the development of the Canadian oil and gas fields and the pipelines connecting them to markets in the United States. |
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.2 | Describe the impact of comparative advantage, the international division of labor, and de-industrialization on manufacturing regions and commercial districts within urban areas in the United States and Canada. <i>For example:</i> Decline of the Midwest as an industrial region because of the outsourcing of manufacturing, the rise of export focused garment manufacturing in China, Southeast Asia and elsewhere, the development of call centers and computer technology support services in India. |
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.3 | Describe the changing role of Latin America in global trade networks. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|--------------|----------------------------------|---|------------|---|
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.4 | Describe the role of Europe in the global economy today. |
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.5 | Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa. |
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.6 | Identify the characteristics of a market economy that exists in contemporary China; describe how China's changing economy has impacted the United States and the global economic system since 1970. |
| 8 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 8.3.4.10.7 | Analyze the role of comparative advantage in the rise of the Indian market economy in the global economic system. <i>For example:</i> Large number of educated speakers of English able to work in call centers, development of manufacturing based on local capital, labor and markets, development of high-tech industry, international finance. |
| 8 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 8.4.1.2.1 | Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|------------------|--|------------|---|
| 8 | 4. History | 3. World History | 13. Post-World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989) | 8.4.3.13.1 | Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989) <i>For example:</i> Revolutions—Latin America, Iran; independence movements in Africa, Southeast Asia; social transformations—demographic changes, urbanization, Westernization. |
| 8 | 4. History | 3. World History | 13. Post-World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989) | 8.4.3.13.2 | Explain the major differences in the political and economic ideologies and values of the Western democracies and the Soviet bloc. (The World After World War II: 1950-1989) |
| 8 | 4. History | 3. World History | 13. Post-World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989) | 8.4.3.13.3 | Describe political challenges and struggles of newly independent countries during the Cold War era. (The World After World War II: 1950-1989) <i>For example:</i> Ghana (1957), Uganda (1962), Algeria (1962), Belize (1945), Mozambique (1975), Cambodia (1953), Indonesia (1949), Philippines (1946). |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|------------------|--|------------|---|
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.1 | Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present) <i>For example:</i> Causes of imbalances—political conflicts, natural disasters, the economic legacy of colonialism, access to health care, technology, education. Efforts made to close the gaps—human rights organizations, United Nations Millennium goals. |
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.2 | Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present) <i>For example:</i> Diasporic communities such as those originating from the Horn of Africa, Latin America, West Africa, Southeast Asia, India. |

| Grade | Strand | Substrand | Standard Understood that... | Code | Benchmark |
|-------|------------|------------------|--|------------|--|
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.3 | Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present) |
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.4 | Analyze how Pacific Rim countries have achieved economic growth in recent decades. (The New Global Era: 1989 to Present) <i>For example: Pacific Rim Countries—Four Tigers (South Korea, Singapore, Taiwan, Hong Kong), Japan, China.</i> |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|------------------|--|------------|---|
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.5 | Assess the state of human rights around the world as described in the 1948 <i>Universal Declaration of Human Rights</i> . (The New Global Era: 1989 to Present) |
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.6 | Describe how movements and social conditions have affected the lives of women in different parts of the world. (The New Global Era: 1989 to Present) <i>For example:</i> Social status, education, economic opportunity, political and civil rights. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|-------|------------|------------------|--|------------|---|
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.7 | Assess the influence of television, the Internet and other media on cultural identity and social and political movements. (The New Global Era: 1989 to Present) <i>For example:</i> Social media, cell phones, blogs, and government censorship. Social and political movements such as "Arab Spring". |
| 8 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present) | 8.4.3.14.8 | Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization. (The New Global Era: 1989 to Present) <i>For example:</i> Revitalizing a dying language, resisting western influence. |

Grades 9-12

Students in high school (grades 9-12) pursue in-depth study of social studies content that equips them with the knowledge and skills required for success in postsecondary education (i.e., freshman-level courses), the skilled workplace and civic life. The amount of content in the standards corresponds to the graduation credit requirements identified in state statutes:

- “Three and one-half (3.5) credits in social studies encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies.” (Minn. Stat. § 120B.024 Subd. 1(5))
- A one-half credit of economics taught in a school’s agriculture education or business department may fulfill a one-half credit in social studies if the credit is sufficient to satisfy all of the academic standards in economics. (Minn. Stat. § 120B.024 Subd. 2(a))

Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. Although the standards in this document are organized by discipline, they may be delivered in an interdisciplinary context.

| Social Studies Standards Grades 9 through 12 | | | | |
|--|-------------------------------|-------------------------------|--|--|
| Strand 1: Citizenship & Government | Strand 2: Economics | Strand 3: Geography | Strand 4: History ■ U. S. History | Strand 4: History ■ World History |
| 0.5 credit recommended | 0.5 credit recommended | 0.5 credit recommended | 1 credit recommended | 1 credit recommended |

Grades 9-12: Citizenship and Government

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|------------------|--|-------------|--|
| 9 10 11 12 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 9.1.1.1.1 | Demonstrate skills that enable people to monitor and influence state, local and national affairs. <i>For example:</i> Working with others; conducting civil conversations; articulating ideas and interests; negotiating differences and managing conflict with people or groups who have different perspectives; using parliamentary procedures; building consensus. |
| 9 10 11 12 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 9.1.1.1.2 | Demonstrate the skills necessary to participate in the election process, including registering to vote, identifying and evaluating candidates and issues, and casting a ballot. |
| 9 10 11 12 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 9.1.1.1.3 | Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|---|--|-----------|---|
| 9 10 11 12 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 9.1.1.1.4 | Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem. |
| 9 10 11 12 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 9.1.2.3.1 | Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. |
| 9 10 11 12 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 9.1.2.3.2 | Identify the sources of governmental authority; explain popular sovereignty (consent of the governed) as the source of legitimate governmental authority in a representative democracy or republic. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|---|---|-----------|--|
| 9 10 11 12 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 9.1.2.3.3 | Define and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights. <i>For example:</i> Documents—Mayflower Compact, English Bill of Rights, the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, the Constitution, selected Federalist Papers (such as 10, 39, 51, 78), the Bill of Rights. |
| 9 10 11 12 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 9.1.2.3.4 | Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall. |
| 9 10 11 12 | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 9.1.2.3.5 | Analyze the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--------------------------------|--|-----------|--|
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 9.1.3.4.1 | Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution. |
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 9.1.3.4.2 | Explain the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretation. |
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 9.1.3.4.3 | Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation. |
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 9.1.3.4.4 | Explain the current and historical interpretations of the principles of due process and equal protection of the law; analyze the protections provided by the 14th Amendment. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--|--|-----------|---|
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 4. Individuals in a republic have rights, duties and responsibilities. | 9.1.3.4.5 | Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic. <i>For example:</i> Paying taxes, obeying the law, responding to government requests such as subpoenas, informed participation in voting and public decision-making, developing and defending positions on public policy issues, monitoring, influencing decision-making. |
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 5. Citizenship and its rights and duties are established by law. | 9.1.3.5.1 | Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and explain the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males). |
| 9 10 11 12 | 1. Citizenship and Government | 3. Rights and Responsibilities | 5. Citizenship and its rights and duties are established by law. | 9.1.3.5.2 | Describe the process of naturalization; explain the role of the federal government in establishing immigration policies. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.1 | Explain federalism and the provisions of the United States Constitution which delegate to the federal government the powers necessary to fulfill the purposes for which it was established; distinguish between those powers and the powers retained by the people and the states. <i>For example:</i> Necessary and Proper Clause (“elastic clause”), Commerce Clause, Ninth and 10th Amendments. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--|--|-----------|---|
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.2 | Explain the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the United States Constitution. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.3 | Explain the purposes, organization, functions and processes of the executive branch as enumerated in Article II of the United States Constitution. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.4 | Explain the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.5 | Describe the systems of enumerated and implied powers, separation of powers, and checks and balances. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--|--|-----------|---|
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.6 | Evaluate the importance of an independent judiciary, judicial review and the rule of law. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.7 | Explain the powers and operations of the state of Minnesota government as defined in its Constitution and its relationship with the federal government. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.8 | Explain the powers and operations of local (county, city, school board, and township) government in Minnesota. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 9.1.4.6.9 | Compare and contrast the budgets of the United States and Minnesota governments describing the major sources of revenue and categories of spending for each. <i>For example:</i> Sources of revenue—sales, income and property taxes, fees. Categories of spending—leases (mineral, water, oil, lumber), defense, public safety, education, entitlements, transportation, welfare. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--|---|-----------|--|
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | 9.1.4.7.1 | Describe the purposes, types, and sources of laws and rules. <i>For example:</i> Types of laws—civil, criminal and juvenile. Sources of laws and rules—case, statutory, administrative, and executive. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 8. Public policy is shaped by governmental and non-governmental institutions and political processes. | 9.1.4.8.1 | Evaluate the impact of political parties on elections and public policy formation. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 8. Public policy is shaped by governmental and non-governmental institutions and political processes. | 9.1.4.8.2 | Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation. |
| 9 10 11 12 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 9. Free and fair elections are key elements of the United States political system. | 9.1.4.9.1 | Analyze how the United States political system is shaped by elections and the election process, including the caucus system and procedures involved in voting. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--|---|------------|--|
| 9 10 11 12 | 1. Citizenship and Government | 5. Relationships of the United States to Other Nations and Organizations | 10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | 9.1.5.10.1 | Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government. |
| 9 10 11 12 | 1. Citizenship and Government | 5. Relationships of the United States to Other Nations and Organizations | 10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | 9.1.5.10.2 | Evaluate the effectiveness of diplomacy and other foreign policy tools used by the United States government and other nations in historical or contemporary times. |
| 9 10 11 12 | 1. Citizenship and Government | 5. Relationships of the United States to Other Nations and Organizations | 10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | 9.1.5.10.3 | Explain why governments interact in world affairs; describe how the United States government develops and carries out United States foreign policy, including treaty-making. |
| 9 10 11 12 | 1. Citizenship and Government | 5. Relationships of the United States to Other Nations and Organizations | 11. International political and economic institutions influence world affairs and United States foreign policy. | 9.1.5.11.1 | Describe how individuals, businesses, labor and other groups influence United States foreign policy. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|-------------------------------|--|--|------------|--|
| 9 10 11 12 | 1. Citizenship and Government | 5. Relationships of the United States to Other Nations and Organizations | 11. International political and economic institutions influence world affairs and United States foreign policy. | 9.1.5.11.2 | Explain the role of international law in world affairs; evaluate the impact of the participation of nation states in international organizations. <i>For example:</i> International organizations— United Nations, Arab League, World Trade Organization, African Union, European Union, North Atlantic Treaty Organization, Organization of American States. |
| 9 10 11 12 | 1. Citizenship and Government | 5. Relationships of the United States to Other Nations and Organizations | 12. Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments. | 9.1.5.12.1 | Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States. <i>For example:</i> Different types of governments—monarchies, theocracies, dictatorships, representative governments. |

Grades 9-12: Economics

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|--------------|------------------------------|--|-----------|--|
| 9 10 11 12 | 2. Economics | 1. Economic Reasoning Skills | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. | 9.2.1.1.1 | Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices. <i>For example:</i> Decision-making techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics. |
| 9 10 11 12 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 9.2.2.2.1 | Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan. <i>For example:</i> Goals—college education, start a business, buy a house, retire comfortably; calculate net (or disposable) income; Plan—calculate necessary saving to meet a financial goal; create a cash-flow or income-expense statement; create a balance sheet showing assets and liabilities. |
| 9 10 11 12 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 9.2.2.2.2 | Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk-management strategies in investing and insuring decisions. <i>For example:</i> Apply PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). Investment options—stocks, bonds, savings account, CDs, real estate. Risk management strategies—diversification, dollar-averaging, safe driving, buying homeowners insurance. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|--------------|-------------------------|--|-----------|---|
| 9 10 11 12 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 9.2.2.2.3 | Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals. <i>For example:</i> Two typical costs of credit are the finance charges and a lower degree of financial security. A person’s FICO score is a measure of their character and the lower it is, the higher the interest rates they usually must pay to borrow. |
| 9 10 11 12 | 2. Economics | 2. Personal Finance | 2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. | 9.2.2.2.4 | Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective. <i>For example:</i> Unit pricing, sales tactics which can help or hinder choices, advertising which can provide useful information or misleading claims, scams, fraudulent offers. |
| 9 10 11 12 | 2. Economics | 3. Fundamental Concepts | 3. Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. | 9.2.3.3.1 | Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended). <i>For example:</i> An opportunity cost of choosing to spend more than your income, be it an individual or government, is less financial security and ability to spend later. |
| 9 10 11 12 | 2. Economics | 3. Fundamental Concepts | 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society’s broad economic goals. | 9.2.3.4.1 | Explain how the availability of productive resources and technology limits the production of goods and services. <i>For example:</i> Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 3. Fundamental Concepts | 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals. | 9.2.3.4.2 | Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems. <i>For example:</i> Characteristics—ownership of resources, consumer sovereignty, amount of government involvement, underlying incentives, compatibility with democratic principles. How does each system answer these questions: What to produce? How to produce? For whom to produce? |
| 9 10 11 12 | 2. Economics | 3. Fundamental Concepts | 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production, and distribution to meet society's broad economic goals. | 9.2.3.4.3 | Define broad economic goals and describe the trade-offs that exist between them; evaluate how different economic systems achieve these goals in theory and in practice. <i>For example:</i> Economic goals—efficiency, equity, security, stability, freedom, growth. Trade-offs—a market-based economy may achieve the goals of efficiency and freedom, but sometimes at the expense of security and equity; a command economy is more equitable in theory than in practice. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 9.2.4.5.1 | Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy. <i>For example:</i> Circular flow model—households sell resources to earn income to buy goods and services; businesses buy resources to produce goods and services they sell for revenue; governments impose taxes and buy goods and services. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|--------------|---------------------------|---|-----------|---|
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 9.2.4.5.2 | Describe the role of markets in the movement of resources, goods and services, and money in an economy. <i>For example:</i> Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers). |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 9.2.4.5.3 | Explain that market demand is based on each buyer's willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand. <i>For example:</i> Factors—income/wealth, prices of other goods, consumer tastes and preferences, expectations. An increase in the price of sugar leads to an increase in the demand for corn syrup, a substitute. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 9.2.4.5.4 | Explain that market supply is based on each seller's cost and the number of sellers in the market; analyze the effect of factors that can change supply. <i>For example:</i> Factors—productivity of resources, price of resources, government taxes and subsidies, profit expectations; a fall in the price of leather leads to an increase in the supply of baseball gloves due to the lower cost of production. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 9.2.4.5.5 | Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses. <i>For example:</i> If the price of houses is such that the quantity offered by sellers exceeds the quantity demanded by buyers, a housing surplus would exist which would lead sellers to offer lower prices. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 9.2.4.5.6 | Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets. <i>For example:</i> An increase in the price of oil increases the cost of producing gasoline. This reduces ("leftward shifts") the supply of gasoline, leading to an increase in the price of gasoline and a reduction in the quantity of gasoline sold. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services. | 9.2.4.6.1 | Compare and contrast characteristics of various market structures. <i>For example:</i> Characteristics—number of firms, amount of product differentiation, amount of market integration, barriers to entry, type of business organization. Market structures—perfect competition, polyopoly (or monopolistic competition), oligopoly, monopoly. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services. | 9.2.4.6.2 | Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market. <i>For example:</i> Impact—In perfectly competitive markets, profits direct resources to their most-valued use (the "invisible hand of the market"); a monopoly will restrict output below the efficient (or competitive) amount in order to drive up price and earn economic profits. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 7. Resource markets and financial markets determine wages, interest rates and commodity prices. | 9.2.4.7.1 | Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets. <i>For example:</i> Retiring baby-boomers will likely lead to labor shortages; increases in worker productivity lead to increases in the demand for labor and higher wages; minimum wage laws lead to higher wages but also cause labor surpluses. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 7. Resource markets and financial markets determine wages, interest rates and commodity prices. | 9.2.4.7.2 | Explain the role of financial institutions and credit markets in the acquisition of capital. <i>For example:</i> Financial institutions (intermediaries between savers and investors)—commercial banks, investment banks, credit unions, stock exchanges. Credit markets (interaction between borrowers and lenders) determine interest rates which affect capital purchases (or investment spending). |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 7. Resource markets and financial markets determine wages, interest rates and commodity prices. | 9.2.4.7.3 | Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices. <i>For example:</i> Commodities—grains, minerals, oil, fruits, natural gas, wood. Effects—unrest in oil-producing nations raises the price of oil which raises the cost of energy of producing many goods and services. |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem. | 9.2.4.8.1 | Identify and analyze market failures caused by a lack of competition, lack of resource mobility (barriers), and lack of perfect information; evaluate the rationale and effectiveness of government attempts to remedy these problems. <i>For example:</i> Remedies—anti-trust laws, consumer protection laws, provision of consumer information, disclosure laws; Government agencies—Department of Justice, Securities Exchange Commission, Federal Trade Commission, Food and Drug Administration, Consumer Product Safety Commission. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem. | 9.2.4.8.2 | Identify and analyze market failures caused by poorly defined or poorly enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these problems. <i>For example:</i> Hunting licenses to control access to deer, fish and other wildlife populations; the creation of a tradable discharge permit market for sulfur to correct the negative externality of acid rains; provision of police and courts to enforce private property rights. Government attempts to remedy problems—legal system, agencies (Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Natural Resources). |
| 9 10 11 12 | 2. Economics | 4. Microeconomic Concepts | 8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem. | 9.2.4.8.3 | Identify measures of income distribution, wealth distribution and poverty, and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs. <i>For example:</i> Measures—Gini coefficient, poverty line, wealth of richest 20 percent divided by wealth of poorest 20 percent. Effects—a different income or wealth distribution would result in a different allocation of resources. Government programs—Social Security, basic welfare, unemployment compensation. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors. | 9.2.5.9.1 | Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability. <i>For example:</i> Factors—productivity, amount of resources, level of saving, investments, technological advances, research and development, education and training, natural resource availability. |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors. | 9.2.5.9.2 | Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange. <i>For example:</i> Price indexes—consumer price index, producer price index, gross domestic product deflator. Equation of exchange— $MV=PQ$, given V (the velocity of money) constant and Q (output) at full employment, a percentage change in M (the money supply) will result in the same percentage change in P (the price level). |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors. | 9.2.5.9.3 | Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy. <i>For example:</i> Types of unemployment—frictional, structural, cyclical, seasonal; Factors—demographics, immigration, growth of output. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 10. The overall levels of output, employment and prices in an economy fluctuate in the short-run as a result of the spending and production decisions of households, businesses, governments and others. | 9.2.5.10.1 | Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and foreigners) and changes in short-run output. <i>For example:</i> Total spending factors—household wealth, foreign incomes, interest rates, factory utilization rate, expectations. Output factors—resource prices, resource productivity, government regulations. |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 10. The overall levels of output, employment and prices in an economy fluctuate in the short-run as a result of the spending and production decisions of households, businesses, governments and others. | 9.2.5.10.2 | Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level. <i>For example:</i> A decrease in aggregate demand (due to a loss of household wealth) leads to a decrease in the price level, real gross domestic product (GDP), and employment. |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks. | 9.2.5.11.1 | Explain how various government fiscal policies are likely to impact overall output, employment and the price level. <i>For example:</i> Fiscal policies—changes in spending levels or composition, tax rates, tax base, tax structure, budget decisions, debt, regulations; increases in government spending tend to increase output, employment, and the price level; crowding-out effect. |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks. | 9.2.5.11.2 | Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level. <i>For example:</i> Monetary policies—changes in the rate of growth of the money supply, interest rates, the availability of credit, financial regulations; decreases in interest rates tends to increase output, employment, and the price level. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks. | 9.2.5.11.3 | Explain fiscal and monetary policies from various perspectives; provide arguments from one's own perspective, supported by analysis, for a policy change that should be adopted. <i>For example:</i> Various perspectives—How do liberals and conservatives view the economic desirability of increasing tax rates on the wealthy? |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks. | 9.2.5.11.4 | Evaluate the impact of at least two United States Supreme Court decisions on the United States economy. <i>For example:</i> Cases that define corporations as persons, child labor laws, commerce clause cases, anti-trust cases. |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world. | 9.2.5.12.1 | Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers. <i>For example:</i> Dropping United States restrictions on the importation of sugar would benefit sugar consumers through lower prices, but hurt sugar beet farmers; however, the net economic benefit for the United States would be positive. Role of the World Trade Organization. |
| 9 10 11 12 | 2. Economics | 5. Macroeconomic Concepts | 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world. | 9.2.5.12.2 | Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade. <i>For example:</i> A rise in the demand for United States exports and assets leads to rise in the demand for United States dollars and an appreciation in the value of the United States dollar relative to other currencies. |

Grades 9-12: Geography

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|--------------|----------------------|---|-----------|---|
| 9 10 11 12 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 9.3.1.1.1 | Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems. <i>For example:</i> Maps showing changing political boundaries and tables showing the distribution of refugees from areas affected by natural disasters. |
| 9 10 11 12 | 3. Geography | 1. Geospatial Skills | 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | 9.3.1.1.2 | Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application. <i>For example:</i> Technologies—aerial photographs, satellite-produced imagery, and geographic information systems (GIS). Applications—determine obstacles that needed to be overcome in building the Suez and Panama Canals; gauge the extent of water pollution in a harbor complex in South Africa. |
| 9 10 11 12 | 3. Geography | 1. Geospatial Skills | 2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future. | 9.3.1.2.1 | Use geospatial technologies to make and justify decisions about the best location for facilities. <i>For example:</i> Technologies—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Decision about location of facilities—determine the best location for an international airport in a given region. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------------|--------------|-----------------------|---|-------------|--|
| 9 10 11 12 | 3. Geography | 1. Geospatial Skills | 2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future. | 9.3.1.2.2.2 | Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions. <i>For example:</i> Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control. |
| 9 10 11 12 | 3. Geography | 2. Places and Regions | 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | 9.3.2.3.1 | Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), vegetation, weather and climate. Human characteristics—bridges (Golden Gate Bridge), Erie Canal, cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. |
| 9 10 11 12 | 3. Geography | 2. Places and Regions | 4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity. | 9.3.2.4.1 | Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world. |
| 9 10 11 12 | 3. Geography | 2. Places and Regions | 4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity. | 9.3.2.4.2 | Identify the primary factors influencing the regional pattern of economic activities in the United States and the world. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------|--------------|-----------------------|--|-----------|---|
| 9 10 11 12 | 3. Geography | 2. Places and Regions | 4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity. | 9.3.2.4.3 | Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production. |
| 9 10 11 12 | 3. Geography | 2. Places and Regions | 4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity. | 9.3.2.4.4 | Describe patterns of production and consumption of agricultural commodities that are traded among nations. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 9.3.3.5.1 | Describe the patterns of human population distribution in the United States and major regions of the world. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 9.3.3.5.2 | Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 9.3.3.5.3 | Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------|--------------|------------------|--|-----------|--|
| 9 10 11 12 | 3. Geography | 3. Human Systems | 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). | 9.3.3.5.4 | Explain migration patterns in the modern era at a range of scales, local to global. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 9.3.3.6.1 | Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world. <i>For example:</i> Economic development, migration, population growth. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 9.3.3.6.2 | Analyze how transportation and communication systems have affected the development of systems of cities. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. | 9.3.3.6.3 | Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------|--------------|------------------|---|-----------|---|
| 9 10 11 12 | 3. Geography | 3. Human Systems | 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements | 9.3.3.6.4 | Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States. Use generally accepted models to explain the internal spatial structure of cities in regions in the United States and other regions in the world. <i>For example:</i> Models—Concentric Zone, Sector, Multiple Nuclei, Western European city, Latin American city, Southeast Asian city, African city. Regions of the United States—Eastern United States, Western United States. Regions of the world—Europe, Latin America, Southeast Asia, Africa South of the Sahara, Southwest Asia/ North Africa. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems). | 9.3.3.7.1 | Explain the spread of culture using the concept of diffusion and diffusion models. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems). | 9.3.3.7.2 | Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems). | 9.3.3.7.3 | Explain how social, political and economic processes influence the characteristics of places and regions. |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 3. Geography | 3. Human Systems | 8. Processes of cooperation and conflict among people influence the division and control of the earth's surface. | 9.3.3.8.1 | Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 8. Processes of cooperation and conflict among people influence the division and control of the earth's surface. | 9.3.3.8.2 | Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities. |
| 9 10 11 12 | 3. Geography | 3. Human Systems | 8. Processes of cooperation and conflict among people influence the division and control of the earth's surface. | 9.3.3.8.3 | Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them. |
| 9 10 11 12 | 3. Geography | 4. Human Environment Interaction | 9. The environment influences human actions; and humans both adapt to and change the environment. | 9.3.4.9.1 | Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other. |
| 9 10 11 12 | 3. Geography | 4. Human Environment Interaction | 10. The meaning, use, distribution and importance of resources changes over time. | 9.3.4.10.1 | Describe patterns of production and consumption of fossil fuels that are traded among nations. |

Grades 9-12: History

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------|---------------|-------------------------------|--|-------------|---|
| 9 10 11 12 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 9.4.1.2.1 | Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings. |
| 9 10 11 12 | 4. History | 1. Historical Thinking Skills | 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | 9.4.1.2.2 | Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations. |
| 9 10 11 12 | 4. History | 3. World History | 6. Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000—8000 BCE) | 9.4.3.6.1 | Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments. (The Beginnings of Human History: 200,000—8000 BCE) |
| 9 10 11 12 | 4. History | 3. World History | 7. The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE) | 9.4.3.7.1 | Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE) |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
|---------------|------------|------------------|--|-----------|---|
| 9 10 11 12 | 4. History | 3. World History | 7. The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE) | 9.4.3.7.2 | Compare and contrast the cultural differences between the hunter gatherer and early agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE) |
| 9 10 11 12 | 4. History | 3. World History | 8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE) | 9.4.3.8.1 | Describe the development, characteristics, and decline of civilizations in Africa, eastern Asia, and southern Asia; describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE—600 CE) <i>For example:</i> African civilizations—Kush, Aksum. East Asian civilizations—Shang, Zhou, Qin, Han. South Asian civilizations—Indo-Aryan, Mauryan, Gupta. |
| 9 10 11 12 | 4. History | 3. World History | 8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE) | 9.4.3.8.2 | Describe the development, characteristics, and decline of civilizations in Southwest Asia and around the Mediterranean Sea (Mesopotamia, Egypt, Persia, Greece, Rome); describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE—600 CE) |
| 9 10 11 12 | 4. History | 3. World History | 8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE) | 9.4.3.8.3 | Analyze the emergence, development, and impact of religions and philosophies of this era, including Hinduism, Confucianism, Buddhism, Judaism and Christianity. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE—600 CE) |

| Grade | Strand | Substrand | Standard Understand that... | Code | Benchmark |
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| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems, and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.1 | Describe the rise and significance of Islam in Southwest Asia and its expansion and institutionalization into other regions. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) |
| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems, and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.2 | Describe the characteristics of the Swahili, Ghana and Mali Songhai cultures in Africa, including trade across longer distances and the impact of Islam. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) |
| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.3 | Compare and contrast the cultures of China (Yuan/ Mongol and Ming) and Japan (Heian and early Shogunates), including the consolidation of belief systems. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) |

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|---------------|------------|------------------|--|-----------|---|
| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.4 | Analyze the impact of Indian Ocean trade on the cultures in southern and southeastern Asia. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) |
| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.5 | Compare and contrast the cultures in eastern and western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) <i>For example:</i> The Black Death, Byzantine Empire, Eastern Orthodoxy, Roman Catholicism. |
| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.6 | Analyze the factors that led to the emergence and expansion of the multi-ethnic Aztec and Inca empires in the Americas. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) |

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| 9 10 11 12 | 4. History | 3. World History | 9. Hemispheric networks intensified as a result of innovations in agriculture; trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450) | 9.4.3.9.7 | Describe the intensified exchanges of scientific, artistic and historical knowledge among Europe, Africa and Southwest Asia; evaluate the impact on Christian and Islamic societies. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) <i>For example:</i> Dar al Islam, Crusades, Renaissance. |
| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge; development of the first truly global economy; intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.1 | Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450—1750) |
| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge; development of the first truly global economy; intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.2 | Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450—1750) <i>For example:</i> Maritime technology, Reconquista. |

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| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.3 | Describe the impact of interactions and negotiations between African leaders and European traders on long-distance trade networks. (Emergence of the First Global Age: 1450—1750) |
| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.4 | Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450—1750) |
| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.5 | Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450—1750) |

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| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.6 | Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450—1750) |
| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.7 | Describe the expansion of the Ottoman empire; define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450—1750) |
| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.8 | Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450—1750) <i>For example:</i> Seclusion of Tokugawa Shogunate, Ming trade, Jesuit Missionaries. |

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| 9 10 11 12 | 4. History | 3. World History | 10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450—1750) | 9.4.3.10.9 | Identify the major intellectual and scientific developments of seventeenth and eighteenth-century Europe; describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450—1750) |
| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.1 | Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750—1922) <i>For example:</i> Causes—development of new sources of energy/ power, Enclosure Act, Agricultural Revolution. Impact—Emancipation of serfs in Russia, unionized labor, rise of banking, growth of middle class. |
| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.2 | Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750—1922) |
| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.3 | Describe the independence movements and rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750—1922) <i>For example:</i> Toussaint L’ Ouverture in Haiti, Simon Bolivar in Venezuela. |

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| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.4 | Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns. (The Age of Revolutions: 1750—1922) <i>For example:</i> Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia. |
| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.5 | Describe the origins and spread of the transatlantic abolition movement; evaluate its effects on the end of the African slave trade and chattel slavery in law and in practice. (The Age of Revolutions: 1750—1922) <i>For example:</i> French Revolutionaries' abolition of slavery in 1794 and Napoleon's re-legalization of slavery in French colonies in 1802; Haitian independence and abolition in 1804; 1787 founding of the British colony of Sierra Leone; British Society for the Abolition of the Slave Trade and Parliament's 1807 Abolition of the Slave Trade Act; Mexican Revolutionaries' abolition in 1810. |
| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.6 | Compare and contrast the development and results of state building and nationalism in the 19th century. (The Age of Revolutions: 1750—1922) <i>For example:</i> Mexico, Germany, Japan, Zionism. |

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| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.7 | Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750—1922) <i>For example:</i> Berlin Conference, Treaty of Nanking, Sepoy Rebellion (India's First War of Independence). |
| 9 10 11 12 | 4. History | 3. World History | 11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922) | 9.4.3.11.8 | Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750—1922) <i>For example:</i> Opium War, Boxer Rebellion, Meiji Restoration. |
| 9 10 11 12 | 4. History | 3. World History | 12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950) | 9.4.3.12.1 | Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900—1950) <i>For example:</i> Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity. |
| 9 10 11 12 | 4. History | 3. World History | 12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950) | 9.4.3.12.2 | Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis and Achievement: 1900—1950) |

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| 9 10 11 12 | 4.History | 3. World History | 12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950) | 9.4.3.12.3 | Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900—1950) <i>For example:</i> Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway. |
| 9 10 11 12 | 4.History | 3. World History | 12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950) | 9.4.3.12.4 | Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900—1950) |
| 9 10 11 12 | 4.History | 3. World History | 12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950) | 9.4.3.12.5 | Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half Century of Crisis and Achievement: 1900—1950) <i>For example:</i> Developments—electricity, automobile, hydrogen bomb, vaccines. |
| 9 10 11 12 | 4.History | 3. World History | 13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989) | 9.4.3.13.1 | Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950—1989) <i>For example:</i> Great Leap Forward, Cultural Revolution, Tiananmen Square. |

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| 9 10 11 12 | 4.History | 3. World History | 13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989) | 9.4.3.13.2 | Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950—1989) <i>For example:</i> Individuals—Fidel Castro, Vaclav Havel, Nelson Mandela, Indira Gandhi. Groups—Khmer Rouge, Sandinistas, Palestine Liberation Organization. |
| 9 10 11 12 | 4.History | 3. World History | 13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989) | 9.4.3.13.3 | Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950—1989) <i>For example:</i> The Congo, Nicaragua, Afghanistan. |
| 9 10 11 12 | 4.History | 3. World History | 13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989) | 9.4.3.13.4 | Describe the response of the world community to human rights violations, including the response to apartheid in South Africa. (The World After World War II: 1950—1989) <i>For example:</i> Cambodia, Rwanda, Darfur. |
| 9 10 11 12 | 4.History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989- Present) | 9.4.3.14.1 | Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present) <i>For example:</i> Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional). |

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| 9 10 11 12 | 4. History | 3. World History | 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change; dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989- Present) | 9.4.3.14.2 | Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries. (The New Global Era: 1989 to Present) |
| 9 10 11 12 | 4. History | 4. United States History | 15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact) | 9.4.4.15.1 | Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations. (Before European Contact) |
| 9 10 11 12 | 4. History | 4. United States History | 15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact) | 9.4.4.15.2 | Describe change over time in selected indigenous nations, including migration, trade and conflict. (Before European Contact) |
| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763) | 9.4.4.16.1 | Analyze the consequences of the transatlantic Columbian Exchange of peoples, animals, plants and pathogens on North American societies and ecosystems. (Colonization and Settlement: 1585—1763) |

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| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) | 9.4.4.16.2 | Compare and contrast the motivations for exploration, conquest and colonization in North America by different European nations. (Colonization and Settlement: 1585—1763) |
| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763) | 9.4.4.16.3 | Identify the varied economic, political and religious motives of free and indentured European immigrants who settled in North America. (Colonization and Settlement: 1585—1763) |
| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763) | 9.4.4.16.4 | Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on western Africa, Europe, and the Americas (North America, Caribbean, Central and South America), including the impact on enslaved Africans. (Colonization and Settlement: 1585—1763) |

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| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763) | 9.4.4.16.5 | Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization. (Colonization and Settlement: 1585—1763) |
| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763) | 9.4.4.16.6 | Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people. (Colonization and Settlement: 1585—1763) |
| 9 10 11 12 | 4. History | 4. United States History | 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization, settlement, and the exploitation of indigenous peoples and lands; colonial development evoked varied responses from indigenous nations, and produced regional societies, and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763) | 9.4.4.16.7 | Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization. (Colonization and Settlement: 1585—1763) <i>For example:</i> The Great Awakening, 1720s to early 1760s; the difference in gender roles in the North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period. |

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| 9 10 11 12 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754—1800) | 9.4.4.17.1 | Describe the political and military events that caused some North American colonies to break with Great Britain, wage war and proclaim a new nation in 1776. (Revolution and a New Nation: 1754—1800) <i>For example:</i> Events—French and Indian War, Stamp Act. |
| 9 10 11 12 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754—1800) | 9.4.4.17.2 | Analyze the American revolutionaries' justifications, principles and ideals as expressed in the Declaration of Independence; identify the sources of these principles and ideals and their impact on subsequent revolutions in Europe, the Caribbean, and Latin America. (Revolution and a New Nation: 1754—1800) |
| 9 10 11 12 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754—1800) | 9.4.4.17.3 | Develop a timeline of the major events and turning points of the American Revolution, including the involvement of other nations; analyze the reasons for American victory. (Revolution and a New Nation: 1754—1800) |

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| 9 10 11 12 | 4. History | 4. United States History | 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754—1800) | 9.4.4.17.4 | Analyze the arguments about the organization and powers of the federal government between 1783 and 1800, including the debates over the Articles of Confederation, the Constitution and the Bill of Rights; explain the origins of the two-party political system and the significance of the election of 1800. (Revolution and a New Nation: 1754—1800) <i>For example:</i> Ratification debates—Federalists/Anti-Federalists, full funding and assumption, Neutrality Proclamation and the Election of 1800. |
| 9 10 11 12 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861) | 9.4.4.18.1 | Analyze the differential impact of technological change and innovation on regional economic development and labor systems. (Expansion and Reform: 1792—1861) <i>For example:</i> Technological changes—the cotton gin, the factory system, steam transportation, the Erie Canal, early railroads, the telegraph. |
| 9 10 11 12 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861) | 9.4.4.18.2 | Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. (Expansion and Reform: 1792—1861) <i>For example:</i> Louisiana Purchase; multiple treaty negotiations with and wars against indigenous nations and Native alliances; negotiated annexation of Texas; United States-Mexican War. |

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| 9 10 11 12 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861) | 9.4.4.18.3 | Analyze changes in the United States political system, including the simultaneous expansion and contraction of voting rights and the development of new political parties. (Expansion and Reform: 1792—1861) <i>For example:</i> The collapse of the first party system (Federalists and Democratic-Republicans), the emergence of the second party system (Democrats and Whigs), new third parties, including Know-Nothing, Free Soil and Republican, extending right to vote to all white men while disenfranchising free Black men. |
| 9 10 11 12 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861) | 9.4.4.18.4 | Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements. (Expansion and Reform: 1792—1861) |
| 9 10 11 12 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861) | 9.4.4.18.5 | Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. (Expansion and Reform: 1792—1861) <i>For example:</i> The "Woman" movement, abolition movement, the Second Great Awakening. |

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| 9 10 11 12 | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792—1861) | 9.4.4.18.6 | Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792—1861) <i>For example:</i> Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives. |
| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.1 | Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850—1877) |
| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.2 | Describe the recurring antebellum debates over slavery and state's rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850—1877) |

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| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.3 | Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850—1877) |
| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.4 | Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war. (Civil War and Reconstruction: 1850—1877) |
| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.5 | Describe how the political policies, innovations and technology of the Civil War era had a lasting impact on United States society. (Civil War and Reconstruction: 1850—1877) |

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| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.6 | Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles. (Civil War and Reconstruction: 1850—1877) |
| 9 10 11 12 | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877) | 9.4.4.19.7 | Describe the content, context, and consequences of the 13th, 14th and 15th amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation. (Civil War and Reconstruction: 1850—1877) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.1 | Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions. (Development of an Industrial United States: 1870—1920) |

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| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.2 | Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population. (Development of an Industrial United States: 1870—1920) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.3 | Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country. (Development of an Industrial United States: 1870—1920) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.4 | Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (Development of an Industrial United States: 1870—1920) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.5 | Describe "Jim Crow" racial segregation and disenfranchisement in the South, the rise of "scientific racism," the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality. (Development of an Industrial United States: 1870—1920) |

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| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.6 | Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions. (Development of an Industrial United States: 1870—1920) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.7 | Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. (Development of an Industrial United States: 1870—1920) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.8 | Explain how the United States became a world power via trade and the imperialist acquisition of new territories. (Development of an Industrial United States: 1870—1920) |
| 9 10 11 12 | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870—1920) | 9.4.4.20.9 | Describe the implications of United States involvement in World War I on domestic and foreign policy. (Development of an Industrial United States: 1870—1920) |

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| 9 10 11 12 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945) | 9.4.4.21.1 | Describe the contributions of individuals and communities in relation to the art, literature and music of the period. (Great Depression and World War II: 1920—1945) |
| 9 10 11 12 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945) | 9.4.4.21.2 | Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions. (Great Depression and World War II: 1920—1945) |
| 9 10 11 12 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945) | 9.4.4.21.3 | Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. (Great Depression and World War II: 1920—1945) |
| 9 10 11 12 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945) | 9.4.4.21.4 | Describe the role of the United States as an emerging world leader and its attempts to secure peace and remain neutral; explain the factors that led the United States to choose a side for war. (Great Depression and World War II: 1920—1945) |

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| 9 10 11 12 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945) | 9.4.4.21.5 | Identify major conflicts of World War II; compare and contrast military campaigns in the European and Pacific theaters. (Great Depression and World War II: 1920—1945) |
| 9 10 11 12 | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945) | 9.4.4.21.6 | Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States. (Great Depression and World War II: 1920—1945) <i>For example:</i> Treatment of Japanese-Americans, Rosie the Riveter, the Bracero Program. |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.1 | Analyze the technological and societal changes that affected popular culture in the Post World War II era. (Post-World War II United States: 1945—1989) <i>For example:</i> Art, literature, rock n' roll, the Beat poets. |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.2 | Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945—1989) <i>For example:</i> Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis. |

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| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.3 | Analyze the role of the United States in Southeast Asia, including the Vietnam War; evaluate the impact of the domestic response to the war. (Post-World War II United States: 1945—1989) |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.4 | Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. (Post-World War II United States: 1945—1989) |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.5 | Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989) |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.6 | Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989) |

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| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.7 | Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns. (Post-World War II United States: 1945—1989) |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.8 | Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945—1989) |
| 9 10 11 12 | 4. History | 4. United States History | 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989) | 9.4.4.22.9 | Evaluate the effectiveness of United States policies in ending the Cold War. (Post-World War II United States: 1945—1989) |
| 9 10 11 12 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980—Present) | 9.4.4.23.1 | Describe the competing views about the role of government in American life since 1980. (The United States in a New Global Age: 1980—Present) |

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| 9 10 11 12 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980—Present) | 9.4.4.23.2 | Explain how United States involvement in world affairs after the Cold War, including the global war on terror, continues to affect modern foreign policy. (The United States in a New Global Age: 1980—Present) |
| 9 10 11 12 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980—Present) | 9.4.4.23.3 | Explain the difference between an immigrant and a refugee; describe various immigrant, migrant and refugee groups, including Hmong, Somali and Latinos who have come to the United States; analyze their contributions to United States society. (The United States in a New Global Age: 1980—Present) |
| 9 10 11 12 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980—Present) | 9.4.4.23.4 | Analyze the impact of twenty-first century technological innovations on society. (The United States in a New Global Age: 1980—Present) |
| 9 10 11 12 | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980—Present) | 9.4.4.23.5 | Evaluate the United States' global economic connections and interdependence with other countries. (The United States in a New Global Age: 1980—Present) |