

1.1 **Department of Education**

1.2 **Proposed Permanent Rules Relating to Social Studies Academic Standards**

1.3 **3501.1300 KINDERGARTEN STANDARDS.**

1.4 **Subpart 1. Citizenship and government.**

1.5 A. Civic skills. The student will understand that democratic government  
1.6 depends on informed and engaged citizens who exhibit civic skills and values, practice  
1.7 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
1.8 take action to solve problems and shape public policy.

1.9 B. Civic values and principles of democracy. The student will understand that  
1.10 the civic identity of the United States is shaped by historical figures, places, and events;  
1.11 and by key foundational documents and other symbolically important artifacts.

1.12 C. Governmental institutions and political processes. The student will  
1.13 understand that the primary purposes of rules and laws within the United States  
1.14 constitutional government are to protect individual rights, promote the general welfare,  
1.15 and provide order.

1.16 **Subp. 2. Economics.**

1.17 A. Economic reasoning skills. The student will understand that people make  
1.18 informed economic choices by identifying their goals, interpreting and applying data,  
1.19 considering the short-run and long-run costs and benefits of alternative choices, and  
1.20 revising their goals based on their analysis.

1.21 B. Fundamental concepts. The student will understand that individuals,  
1.22 businesses, and governments interact and exchange goods, services, and resources in  
1.23 different ways and for different reasons; interactions between buyers and sellers in a  
1.24 market determines the price and quantity exchanged of a good, service, or resource.

1.25 **Subp. 3. Geography.**

2.1 A. Geospatial skills. The student will understand that people use geographic  
2.2 representations and geospatial technologies to acquire, process, and report information  
2.3 within a spatial context.

2.4 B. Places and regions. The student will understand that places have physical  
2.5 characteristics, such as climate, topography, and vegetation; and human characteristics,  
2.6 such as culture, population, and political and economic systems.

2.7 Subp. 4. **History.**

2.8 A. Historical thinking skills. The student will understand that historians  
2.9 generally construct chronological narratives to characterize eras and explain past events  
2.10 and change over time. Historical inquiry is a process in which multiple sources and  
2.11 different kinds of historical evidence are analyzed to draw conclusions about how and  
2.12 why things happened in the past.

2.13 B. Peoples, cultures, and change over time. The student will understand that the  
2.14 differences and similarities of cultures around the world are attributable to their diverse  
2.15 origins and histories and interactions with other cultures throughout time.

2.16 **3501.1305 GRADE 1 STANDARDS.**

2.17 Subpart 1. **Citizenship and government.**

2.18 A. Civic skills. The student will understand that democratic government  
2.19 depends on informed and engaged citizens who exhibit civic skills and values, practice  
2.20 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
2.21 take action to solve problems and shape public policy.

2.22 B. Civic values and principles of democracy. The student will understand that  
2.23 the civic identity of the United States is shaped by historical figures, places, and events;  
2.24 and by key foundational documents and other symbolically important artifacts.

3.1 C. Governmental institutions and political processes. The student will  
3.2 understand that the United States government has specific functions that are determined  
3.3 by the way that power is delegated and controlled among various bodies: the three levels,  
3.4 federal, state, and local, and the three branches of government, legislative, executive, and  
3.5 judicial. The student will understand that the primary purposes of rules and laws within  
3.6 the United States constitutional government are to protect individual rights, promote the  
3.7 general welfare, and provide order.

3.8 Subp. 2. **Economics.**

3.9 A. Economic reasoning skills. The student will understand that people make  
3.10 informed economic choices by identifying their goals, interpreting and applying data,  
3.11 considering the short-run and long-run costs and benefits of alternative choices, and  
3.12 revising their goals based on their analysis.

3.13 B. Fundamental concepts. The student will understand that because of scarcity,  
3.14 individuals, organizations, and governments must evaluate trade-offs, make choices, and  
3.15 incur opportunity costs.

3.16 Subp. 3. **Geography.**

3.17 A. Geospatial skills. The student will understand that individuals, businesses,  
3.18 and governments interact and exchange goods, services, and resources in different ways  
3.19 and for different reasons; interactions between buyers and sellers in a market determines  
3.20 the price and quantity exchanged of a good, service, or resource. The student will  
3.21 understand that people use geographic representations and geospatial technologies to  
3.22 acquire, process, and report information within a spatial context.

3.23 B. Places and regions. The student will understand that places have physical  
3.24 characteristics, such as climate, topography, and vegetation; and human characteristics,  
3.25 such as culture, population, and political and economic systems.

4.1 Subp. 4. **History.**

4.2 A. Historical thinking skills. The student will understand that historians  
4.3 generally construct chronological narratives to characterize eras and explain past events  
4.4 and change over time. The student will understand that historical inquiry is a process in  
4.5 which multiple sources and different kinds of historical evidence are analyzed to draw  
4.6 conclusions about how and why things happened in the past.

4.7 B. Peoples, cultures, and change over time. The student will understand that the  
4.8 differences and similarities of cultures around the world are attributable to their diverse  
4.9 origins and histories and interactions with other cultures throughout time.

4.10 **3501.1310 GRADE 2 STANDARDS.**

4.11 Subpart 1. **Citizenship and government.**

4.12 A. Civic skills. The student will understand that democratic government  
4.13 depends on informed and engaged citizens who exhibit civic skills and values, practice  
4.14 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
4.15 take action to solve problems and shape public policy.

4.16 B. Civic values and principles of democracy. The student will understand  
4.17 that the civic identity of the United States is shaped by historical figures, places, and  
4.18 events, and by key foundational documents and other symbolically important artifacts.  
4.19 The student will understand that the primary purposes of rules and laws within the United  
4.20 States constitutional government are to protect individual rights, promote the general  
4.21 welfare, and provide order.

4.22 Subp. 2. **Economics.**

4.23 A. Economic reasoning skills. The student will understand that people make  
4.24 informed economic choices by identifying their goals, interpreting and applying data,

5.1 considering the short-run and long-run costs and benefits of alternative choices, and  
5.2 revising their goals based on their analysis.

5.3 B. Fundamental concepts. The student will understand that because of scarcity,  
5.4 individuals, organizations, and governments must evaluate trade-offs, make choices, and  
5.5 incur opportunity costs. The student will understand that individuals, businesses, and  
5.6 governments interact and exchange goods, services, and resources in different ways and  
5.7 for different reasons; interactions between buyers and sellers in a market determines the  
5.8 price and quantity exchanged of a good, service, or resource.

5.9 Subp. 3. **Geography.**

5.10 A. Geospatial skills. The student will understand that people use geographic  
5.11 representations and geospatial technologies to acquire, process, and report information  
5.12 within a spatial context.

5.13 B. Human environment interaction. The student will understand that the  
5.14 environment influences human actions; and humans both adapt to, and change, the  
5.15 environment.

5.16 Subp. 4. **History.**

5.17 A. Historical thinking skills. The student will understand that historians  
5.18 generally construct chronological narratives to characterize eras and explain past events  
5.19 and change over time. The student will understand that historical inquiry is a process in  
5.20 which multiple sources and different kinds of historical evidence are analyzed to draw  
5.21 conclusions about how and why things happened in the past.

5.22 B. Peoples, cultures, and change over time. The student will understand that the  
5.23 differences and similarities of cultures around the world are attributable to their diverse  
5.24 origins and histories and interactions with other cultures throughout time.

5.25 **3501.1315 GRADE 3 STANDARDS.**

6.1 **Subpart 1. Citizenship and government.**

6.2 **A. Civic skills. The student will understand that democratic government**  
6.3 **depends on informed and engaged citizens who exhibit civic skills and values, practice**  
6.4 **civic discourse, vote and participate in elections, apply inquiry and analysis skills, and**  
6.5 **take action to solve problems and shape public policy.**

6.6 **B. Civic values and principles of democracy. The student will understand**  
6.7 **that the United States is based on democratic values and principles that include liberty,**  
6.8 **individual rights, justice, equality, the rule of law, limited government, common good,**  
6.9 **popular sovereignty, majority rule, and minority rights.**

6.10 **C. Governmental institutions and political processes. The student will**  
6.11 **understand that the United States government has specific functions that are determined**  
6.12 **by the way that power is delegated and controlled among various bodies: the three levels,**  
6.13 **federal, state, and local; and the three branches of government, legislative, executive,**  
6.14 **and judicial.**

6.15 **Subp. 2. Economics.**

6.16 **A. Economic reasoning skills. The student will understand that people make**  
6.17 **informed economic choices by identifying their goals, interpreting and applying data,**  
6.18 **considering the short-run and long-run costs and benefits of alternative choices, and**  
6.19 **revising their goals based on their analysis.**

6.20 **B. Personal finance. The student will understand that personal and financial**  
6.21 **goals can be achieved by applying economic concepts and principles to personal financial**  
6.22 **planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.**

6.23 **C. Fundamental concepts. The student will understand that individuals,**  
6.24 **businesses, and governments interact and exchange goods, services, and resources in**

7.1 different ways and for different reasons; interactions between buyers and sellers in a  
7.2 market determines the price and quantity exchanged of a good, service, or resource.

7.3 Subp. 3. **Geography.**

7.4 A. **Geospatial skills.** The student will understand that people use geographic  
7.5 representations and geospatial technologies to acquire, process, and report information  
7.6 within a spatial context.

7.7 B. **Human systems.** The student will understand that geographic factors  
7.8 influence the distribution, functions, growth, and patterns of cities and human settlements.  
7.9 The student will understand that processes of cooperation and conflict among people  
7.10 influence the division and control of the Earth's surface.

7.11 Subp. 4. **History.**

7.12 A. **Historical thinking skills.** The student will understand that historians  
7.13 generally construct chronological narratives to characterize eras and explain past events  
7.14 and change over time. The student will understand that historical inquiry is a process in  
7.15 which multiple sources and different kinds of historical evidence are analyzed to draw  
7.16 conclusions about how and why things happened in the past. The student will understand  
7.17 that historical events have multiple causes and can lead to varied and unintended outcomes.

7.18 B. **Peoples, cultures, and change over time.** The student will understand that  
7.19 history is made by individuals acting alone and collectively to address problems in  
7.20 communities, states, nations, and the world.

7.21 C. **World history.** The student will understand that:

7.22 (1) the emergence of domestication and agriculture facilitated the  
7.23 development of complex societies and caused far-reaching social and cultural effects  
7.24 between 8000 and 2000 BCE;

8.1           (2) the development of interregional systems of communication and trade  
8.2 facilitated new forms of social organization and new belief systems between 2000 BCE  
8.3 and 600 CE; and

8.4           (3) hemispheric networks intensified as a result of innovations in  
8.5 agriculture, trade across longer distances, the consolidation of belief systems, and the  
8.6 development of new multiethnic empires while diseases and climate change caused sharp,  
8.7 periodic fluctuations in global population between 600 and 1450.

8.8 **3501.1320 GRADE 4 STANDARDS.**

8.9           Subpart 1. **Citizenship and government.**

8.10           A. Civic skills. The student will understand that democratic government  
8.11 depends on informed and engaged citizens who exhibit civic skills and values, practice  
8.12 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
8.13 take action to solve problems and shape public policy.

8.14           B. Governmental institutions and political processes. The student will  
8.15 understand that the United States government has specific functions that are determined  
8.16 by the way that power is delegated and controlled among various bodies: the three levels,  
8.17 federal, state, and local; and the three branches of government, legislative, executive,  
8.18 and judicial.

8.19           Subp. 2. **Economics.**

8.20           A. Economic reasoning skills. The student will understand that people make  
8.21 informed economic choices by identifying their goals, interpreting and applying data,  
8.22 considering the short-run and long-run costs and benefits of alternative choices, and  
8.23 revising their goals based on their analysis.

8.24           B. Fundamental concepts. The student will understand that because of scarcity,  
8.25 individuals, organizations, and governments must evaluate trade-offs, make choices, and



9.1 incur opportunity costs. The student will understand that individuals, businesses, and  
9.2 governments interact and exchange goods, services, and resources in different ways and  
9.3 for different reasons; interactions between buyers and sellers in a market determines the  
9.4 price and quantity exchanged of a good, service, or resource.

9.5 Subp. 3. **Geography.**

9.6 A. **Geospatial skills.** The student will understand that people use geographic  
9.7 representations and geospatial technologies to acquire, process, and report information  
9.8 within a spatial context. The student will understand that geographic inquiry is a process  
9.9 in which people ask geographic questions and gather, organize, and analyze information  
9.10 to solve problems and plan for the future.

9.11 B. **Places and regions.** The student will understand that places have physical  
9.12 characteristics, such as climate, topography, and vegetation, and human characteristics,  
9.13 such as culture, population, and political and economic systems. The student will  
9.14 understand that people construct regions to identify, organize, and interpret areas of the  
9.15 Earth's surface, which simplifies the Earth's complexity.

9.16 C. **Human systems.** The student will understand that the characteristics,  
9.17 distribution, and migration of human populations on the Earth's surface influence human  
9.18 systems, such as cultural, economic, and political systems. The student will understand  
9.19 that geographic factors influence the distribution, functions, growth, and patterns of cities  
9.20 and human settlements.

9.21 D. **Human environment interaction.** The student will understand that the  
9.22 environment influences human actions; and humans both adapt to and change the  
9.23 environment. The student will understand that the meaning, use, distribution, and  
9.24 importance of resources change over time.

9.25 Subp. 4. **History.**

10.1           A. Historical thinking skills. The student will understand that historical inquiry  
10.2 is a process in which multiple sources and different kinds of historical evidence are  
10.3 analyzed to draw conclusions about how and why things happened in the past.

10.4           B. Peoples, cultures, and change over time. The student will understand that the  
10.5 differences and similarities of cultures around the world are attributable to their diverse  
10.6 origins and histories and interactions with other cultures throughout time.

10.7           **3501.1325 GRADE 5 STANDARDS.**

10.8           Subpart 1. Citizenship and government.

10.9           A. Civic skills. The student will understand that democratic government  
10.10 depends on informed and engaged citizens who exhibit civic skills and values, practice  
10.11 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
10.12 take action to solve problems and shape public policy.

10.13           B. Civic values and principles of democracy. The student will understand that  
10.14 the civic identity of the United States is shaped by historical figures, places, and events,  
10.15 and by key foundational documents and other symbolically important artifacts.

10.16           C. Rights and responsibilities. The student will understand that individuals in a  
10.17 republic have rights, duties, and responsibilities.

10.18           D. Governmental institutions and political processes. The student will  
10.19 understand that the United States government has specific functions that are determined  
10.20 by the way that power is delegated and controlled among various bodies: the three levels,  
10.21 federal, state, and local; and the three branches of government, legislative, executive, and  
10.22 judicial. The student will understand that the primary purposes of rules and laws within  
10.23 the United States constitutional government are to protect individual rights, promote the  
10.24 general welfare, and provide order.

10.25           Subp. 2. Economics.

11.1           A. Economic reasoning skills. The student will understand that people make  
11.2 informed economic choices by identifying their goals, interpreting and applying data,  
11.3 considering the short-run and long-run costs and benefits of alternative choices, and  
11.4 revising their goals based on their analysis.

11.5           B. Personal finance. The student will understand that personal and financial  
11.6 goals can be achieved by applying economic concepts and principles to personal financial  
11.7 planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

11.8           C. Microeconomic concepts. The student will understand that profit provides  
11.9 an incentive for individuals and businesses; different business organizations and market  
11.10 structures have an effect on the profit, price, and production of goods and services.

11.11       Subp. 3. **Geography.**

11.12           A. Geospatial skills. The student will understand that people use geographic  
11.13 representations and geospatial technologies to acquire, process, and report information  
11.14 within a spatial context. The student will understand that places have physical  
11.15 characteristics, such as climate, topography, and vegetation, and human characteristics,  
11.16 such as culture, population, and political and economic systems.

11.17           B. Human environment interaction. The student will understand that the  
11.18 meaning, use, distribution, and importance of resources change over time.

11.19       Subp. 4. **History.**

11.20           A. Historical thinking skills. The student will understand that historians  
11.21 generally construct chronological narratives to characterize eras and explain past events  
11.22 and change over time. The student will understand that historical inquiry is a process in  
11.23 which multiple sources and different kinds of historical evidence are analyzed to draw  
11.24 conclusions about how and why things happened in the past. The student will understand  
11.25 that historical events have multiple causes and can lead to varied and unintended outcomes.

12.1 B. United States history. The student will understand that:

12.2 (1) before European contact, North America was populated by indigenous  
12.3 nations that had developed a wide range of social structures, political systems, and  
12.4 economic activities, and whose expansive trade networks extended across the continent;

12.5 (2) rivalries among European nations and their search for new opportunities  
12.6 fueled expanding global trade networks and, in North America, colonization and  
12.7 settlement and the exploitation of indigenous peoples and lands; colonial development  
12.8 evoked varied responses by indigenous nations, and produced regional societies and  
12.9 economies that included imported slave labor and distinct forms of local government  
12.10 between 1585 and 1763; and

12.11 (3) the divergence of colonial interests from those of England led to an  
12.12 independence movement that resulted in the American Revolution and the foundation of a  
12.13 new nation based on the ideals of self-government and liberty between 1754 and 1800.

12.14 **3501.1330 GRADE 6 STANDARDS.**

12.15 **Subpart 1. Citizenship and government.**

12.16 A. Civic skills. The student will understand that democratic government  
12.17 depends on informed and engaged citizens who exhibit civic skills and values, practice  
12.18 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
12.19 take action to solve problems and shape public policy.

12.20 B. Rights and responsibilities. The student will understand that individuals  
12.21 in a republic have rights, duties, and responsibilities. The student will understand that  
12.22 citizenship and its rights and duties are established by law.

12.23 C. Governmental institutions and political processes. The student will  
12.24 understand that the United States government has specific functions that are determined  
12.25 by the way that power is delegated and controlled among various bodies: the three levels,

13.1 federal, state, and local, and the three branches of government, legislative, executive, and  
13.2 judicial. The student will understand that the United States establishes and maintains  
13.3 relationships and interacts with indigenous nations and other sovereign nations, and plays  
13.4 a key role in world affairs.

13.5 Subp. 2. **Economics.**

13.6 A. Economic reasoning skills. The student will understand that people make  
13.7 informed economic choices by identifying their goals, interpreting and applying data,  
13.8 considering the short-run and long-run costs and benefits of alternative choices, and  
13.9 revising their goals based on their analysis.

13.10 B. Personal finance. The student will understand that personal and financial  
13.11 goals can be achieved by applying economic concepts and principles to personal financial  
13.12 planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

13.13 C. Fundamental concepts. The student will understand that individuals,  
13.14 businesses, and governments interact and exchange goods, services, and resources in  
13.15 different ways and for different reasons; interactions between buyers and sellers in a  
13.16 market determines the price and quantity exchanged of a good, service, or resource.

13.17 D. Microeconomic concepts. The student will understand that market failures  
13.18 occur when markets fail to allocate resources efficiently or meet other goals, and this often  
13.19 leads to government attempts to correct the problem.

13.20 Subp. 3. **Geography.**

13.21 A. Geospatial skills. The student will understand that people use geographic  
13.22 representations and geospatial technologies to acquire, process, and report information  
13.23 within a spatial context.

14.1 B. Human systems. The student will understand that geographic factors  
14.2 influence the distribution, functions, growth, and patterns of cities and other human  
14.3 settlements.

14.4 C. Human environment interaction. The student will understand that the  
14.5 meaning, use, distribution, and importance of resources changes over time.

14.6 Subp. 4. History.

14.7 A. Historical thinking skills. The student will understand that historical  
14.8 inquiry is a process in which multiple sources and different kinds of historical evidence  
14.9 are analyzed to draw conclusions about what happened in the past, and how and why it  
14.10 happened.

14.11 B. United States history. The student will understand that:

14.12 (1) before European contact, North America was populated by indigenous  
14.13 nations that had developed a wide range of social structures, political systems, and  
14.14 economic activities, and whose expansive trade networks extended across the continent;

14.15 (2) rivalries among European nations and their search for new opportunities  
14.16  fueled expanding global trade networks and, in North America, colonization and  
14.17 settlement and the exploitation of indigenous peoples and lands; colonial development  
14.18 evoked varied responses by indigenous nations, and produced regional societies and  
14.19 economies that included imported slave labor and distinct forms of local government  
14.20 between 1585 and 1763;

14.21 (3) economic expansion and the conquest of indigenous and Mexican  
14.22 territory spurred the agricultural and industrial growth of the United States; led to  
14.23 increasing regional, economic, and ethnic divisions; and inspired multiple reform  
14.24 movements between 1792 and 1861;

15.1           (4) regional tensions around economic development, slavery, territorial  
15.2 expansion, and governance resulted in a Civil War and a period of Reconstruction that  
15.3 led to the abolition of slavery, a more powerful federal government, a renewed push  
15.4 into indigenous nations' territory, and continuing conflict over racial relations between  
15.5 1850 and 1877;

15.6           (5) as the United States shifted from its agrarian roots into an industrial  
15.7 and global power, the rise of big business, urbanization, and immigration led to  
15.8 institutionalized racism, ethnic and class conflict, and new efforts at reform between  
15.9 1870 and 1920;

15.10           (6) the economic growth, cultural innovation, and political apathy of the  
15.11 1920s ended in the Great Depression which spurred new forms of government intervention  
15.12 and renewed labor activism, followed by World War II and an economic resurgence  
15.13 between 1920 and 1945;

15.14           (7) post-World War II United States was shaped by an economic boom,  
15.15 Cold War military engagements, politics and protests, and rights movements to improve  
15.16 the status of racial minorities, women, and America's indigenous peoples between 1945  
15.17 and 1989; and

15.18           (8) the end of the Cold War, shifting geopolitical dynamics, the  
15.19 intensification of the global economy, and rapidly changing technologies have given  
15.20 renewed urgency to debates about the United States' identity, values, and role in the world  
15.21 between 1980 and the present.

15.22 **3501.1335 GRADE 7 STANDARDS.**

15.23 **Subpart 1. Citizenship and government.**

15.24           A. Civic skills. The student will understand that democratic government  
15.25 depends on informed and engaged citizens who exhibit civic skills and values, practice

16.1 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
16.2 take action to solve problems and shape public policy.

16.3 B. Civic values and principles of democracy. The student will understand  
16.4 that the United States is based on democratic values and principles that include liberty,  
16.5 individual rights, justice, equality, the rule of law, limited government, common good,  
16.6 popular sovereignty, majority rule, and minority rights.

16.7 C. Rights and responsibilities. The student will understand that individuals  
16.8 in a republic have rights, duties, and responsibilities. The student will understand that  
16.9 citizenship and its rights and duties are established by law.

16.10 D. Governmental institutions and political processes. The student will  
16.11 understand that the United States government has specific functions that are determined  
16.12 by the way that power is delegated and controlled among various bodies: the three levels,  
16.13 federal, state, and local; and the three branches of government, legislative, executive, and  
16.14 judicial. The student will understand that the primary purposes of rules and laws within  
16.15 the United States constitutional government are to protect individual rights, promote the  
16.16 general welfare, and provide order. The student will understand that free and fair elections  
16.17 are key elements of the United States political system.

16.18 E. Relationships of the United States to other nations and organizations. The  
16.19 student will understand that the United States establishes and maintains relationships and  
16.20 interacts with indigenous nations and other sovereign nations, and plays a key role in  
16.21 world affairs.

16.22 Subp. 2. **Economics.**

16.23 A. Economic reasoning skills. The student will understand that people make  
16.24 informed economic choices by identifying their goals, interpreting and applying data,  
16.25 considering the short-run and long-run costs and benefits of alternative choices, and  
16.26 revising their goals based on their analysis.



17.1 B. Fundamental concepts. The student will understand that because of scarcity,  
17.2 individuals, organizations, and governments must evaluate trade-offs, make choices, and  
17.3 incur opportunity costs.

17.4 C. Microeconomics. The student will understand that individuals, businesses,  
17.5 and governments interact and exchange goods, services, and resources in different ways  
17.6 and for different reasons; interactions between buyers and sellers in a market determines  
17.7 the price and quantity exchanged of a good, service, or resource. The student will  
17.8 understand that profit provides an incentive for individuals and businesses; different  
17.9 business organizations and market structures have an effect on the profit, price, and  
17.10 production of goods and services.

17.11 Subp. 3. **Geography.** Geospatial skills. The student will understand that people use  
17.12 geographic representations and geospatial technologies to acquire, process, and report  
17.13 information within a spatial context.

17.14 Subp. 4. **History.**

17.15 A. Historical thinking skills. The student will understand that historical inquiry  
17.16 is a process in which multiple sources and different kinds of historical evidence are  
17.17 analyzed to draw conclusions about how and why things happened in the past.

17.18 B. Peoples, cultures, and change over time. The student will understand that the  
17.19 differences and similarities of cultures around the world are attributable to their diverse  
17.20 origins and histories, and interactions with other cultures throughout time.

17.21 C. United States history. The student will understand that:

17.22 (1) economic expansion and the conquest of indigenous and Mexican  
17.23 territory spurred the agricultural and industrial growth of the United States; led to  
17.24 increasing regional, economic, and ethnic divisions; and inspired multiple reform  
17.25 movements between 1792 and 1861;

18.1           (2) regional tensions around economic development, slavery, territorial  
18.2 expansion, and governance resulted in a Civil War and a period of Reconstruction that  
18.3 led to the abolition of slavery, a more powerful federal government, a renewed push  
18.4 into indigenous nations' territory, and continuing conflict over racial relations between  
18.5 1850 and 1877;

18.6           (3) as the United States shifted from its agrarian roots into an industrial  
18.7 and global power, the rise of big business, urbanization, and immigration led to  
18.8 institutionalized racism, ethnic and class conflict, and new efforts at reform between  
18.9 1870 and 1920;

18.10          (4) the economic growth, cultural innovation, and political apathy of the  
18.11 1920s ended in the Great Depression which spurred new forms of government intervention  
18.12 and renewed labor activism, followed by World War II and an economic resurgence  
18.13 between 1920 and 1945;

18.14          (5) post-World War II United States was shaped by an economic boom,  
18.15 Cold War military engagements, politics and protests, and rights movements to improve  
18.16 the status of racial minorities, women, and America's indigenous peoples between 1945  
18.17 and 1989; and

18.18          (6) the end of the Cold War, shifting geopolitical dynamics, the  
18.19 intensification of the global economy, and rapidly changing technologies have given  
18.20 renewed urgency to debates about the United States' identity, values, and role in the world  
18.21 between 1980 and the present.

18.22 **3501.1340 GRADE 8 STANDARDS.**

18.23          Subpart 1. **Citizenship and government.** Civic skills. The student will understand  
18.24 that democratic government depends on informed and engaged citizens who exhibit civic  
18.25 skills and values, practice civic discourse, vote and participate in elections, apply inquiry  
18.26 and analysis skills, and take action to solve problems and shape public policy. The student

19.1 will understand that international political and economic institutions influence world  
19.2 affairs and United States foreign policy. The student will understand that governments are  
19.3 based on different political philosophies and are established to serve various purposes.

19.4 Subp. 2. **Economics.**

19.5 A. **Economic reasoning skills.** The student will understand that people make  
19.6 informed economic choices by identifying their goals, interpreting and applying data,  
19.7 considering the short-run and long-run costs and benefits of alternative choices, and  
19.8 revising their goals based on their analysis.

19.9 B. **Fundamental concepts.** The student will understand that economic systems  
19.10 differ in the ways that they address the three basic economic issues of allocation,  
19.11 production, and distribution to meet society's broad economic goals.

19.12 C. **Macroeconomics.** The student will understand that international trade,  
19.13 exchange rates, and international institutions affect individuals, organizations, and  
19.14 governments throughout the world.

19.15 Subp. 3. **Geography.**

19.16 A. **Geospatial skills.** The student will understand that people use geographic  
19.17 representations and geospatial technologies to acquire, process, and report information  
19.18 within a spatial context. The student will understand that geographic inquiry is a process  
19.19 in which people ask geographic questions and gather, organize, and analyze information  
19.20 to solve problems and plan for the future.

19.21 B. **Places and regions.** The student will understand that places have physical  
19.22 characteristics, such as climate, topography, and vegetation, and human characteristics,  
19.23 such as culture, population, and political and economic systems.

19.24 C. **Human systems.** The student will understand that the characteristics,  
19.25 distribution, and migration of human populations on the Earth's surface influence human

20.1 systems, such as cultural, economic, and political systems. The student will understand  
20.2 that geographic factors influence the distribution, functions, growth, and patterns of cities  
20.3 and human settlements. The student will understand that the characteristics, distribution,  
20.4 and complexity of the Earth's cultures influence human systems, such as social, economic,  
20.5 and political systems. The student will understand that processes of cooperation and  
20.6 conflict among people influence the division and control of the Earth's surface.

20.7 D. Human environment interaction. The student will understand that the  
20.8 meaning, use, distribution, and importance of resources changes over time.

20.9 Subp. 4. **History.**

20.10 A. Historical thinking skills. The student will understand that historical inquiry  
20.11 is a process in which multiple sources and different kinds of historical evidence are  
20.12 analyzed to draw conclusions about how and why things happened in the past.

20.13 B. World history. The student will understand that post-World War II political  
20.14 reorganization produced the Cold War balance of power and new alliances that were based  
20.15 on competing economic and political doctrines between 1950 and 1989. The student will  
20.16 understand that globalization, the spread of capitalism, and the end of the Cold War have  
20.17 shaped a contemporary world still characterized by rapid technological change, dramatic  
20.18 increases in global population, and economic growth coupled with persistent economic  
20.19 and social disparities and cultural conflict between 1989 and the present.

20.20 **3501.1345 GRADE 9-12 STANDARDS.**

20.21 Subpart 1. **Citizenship and government.**

20.22 A. Civic skills. The student will understand that democratic government  
20.23 depends on informed and engaged citizens who exhibit civic skills and values, practice  
20.24 civic discourse, vote and participate in elections, apply inquiry and analysis skills, and  
20.25 take action to solve problems and shape public policy.

21.1           B. Civic values and principles of democracy. The student will understand  
21.2 that the United States is based on democratic values and principles that include liberty,  
21.3 individual rights, justice, equality, the rule of law, limited government, common good,  
21.4 popular sovereignty, majority rule, and minority rights.

21.5           C. Rights and responsibilities. The student will understand that individuals  
21.6 in a republic have rights, duties, and responsibilities. The student will understand that  
21.7 citizenship and its rights and duties are established by law.

21.8           D. Governmental institutions and political processes. The student will  
21.9 understand that the United States government has specific functions that are determined  
21.10 by the way that power is delegated and controlled among various bodies: the three levels,  
21.11 federal, state, and local; and the three branches of government, legislative, executive, and  
21.12 judicial. The student will understand that the primary purposes of rules and laws within  
21.13 the United States constitutional government are to protect individual rights, promote the  
21.14 general welfare, and provide order. The student will understand that public policy is  
21.15 shaped by governmental and nongovernmental institutions and political processes. The  
21.16 student will understand that free and fair elections are key elements of the United States  
21.17 political system.

21.18           E. Relationships of the United States to other nations and organizations. The  
21.19 student will understand that the United States establishes and maintains relationships  
21.20 and interacts with indigenous nations and other sovereign nations, and plays a key role  
21.21 in world affairs. The student will understand that international political and economic  
21.22 institutions influence world affairs and United States foreign policy. The student will  
21.23 understand that governments are based on different political philosophies and purposes;  
21.24 governments establish and maintain relationships with varied types of other governments.

21.25           Subp. 2. **Economics.**

22.1           A. Economic reasoning skills. The student will understand that people make  
22.2 informed economic choices by identifying their goals, interpreting and applying data,  
22.3 considering the short-run and long-run costs and benefits of alternative choices, and  
22.4 revising their goals based on their analysis.

22.5           B. Personal finance. The student will understand that personal and financial  
22.6 goals can be achieved by applying economic concepts and principles to personal financial  
22.7 planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

22.8           C. Fundamental concepts. The student will understand that because of scarcity,  
22.9 individuals, organizations, and governments must evaluate trade-offs, make choices,  
22.10 and incur opportunity costs. The student will understand that economic systems differ  
22.11 in the ways that they address the three basic economic issues of allocation, production,  
22.12 and distribution to meet society's broad economic goals.

22.13           D. Microeconomic concepts. The student will understand that individuals,  
22.14 businesses, and governments interact and exchange goods, services, and resources in  
22.15 different ways and for different reasons; interactions between buyers and sellers in a market  
22.16 determines the price and quantity exchanged of a good, service, or resource. The student  
22.17 will understand that profit provides an incentive for individuals and businesses; different  
22.18 business organizations and market structures have an effect on the profit, price, and  
22.19 production of goods and services. The student will understand that resource markets and  
22.20 financial markets determine wages, interest rates, and commodity prices. The student will  
22.21 understand that market failures occur when markets fail to allocate resources efficiently or  
22.22 meet other goals, and this often leads to government attempts to correct the problem.

22.23           E. Macroeconomic concepts. The student will understand that economic  
22.24 performance, the performance of an economy toward meeting its goals, can be measured,  
22.25 and is affected by, various long-term factors. The student will understand that the overall  
22.26 levels of output, employment, and prices in an economy fluctuate in the short run as a

23.1 result of the spending and production decisions of households, businesses, governments,  
23.2 and others. The student will understand that the overall performance of an economy can be  
23.3 influenced by the fiscal policies of governments and the monetary policies of central banks.  
23.4 The student will understand that international trade, exchange rates, and international  
23.5 institutions affect individuals, organizations, and governments throughout the world.

23.6 **Subp. 3. Geography.**

23.7 **A. Geospatial skills.** The student will understand that people use geographic  
23.8 representations and geospatial technologies to acquire, process, and report information  
23.9 within a spatial context. The student will understand that geographic inquiry is a process  
23.10 in which people ask geographic questions and gather, organize, and analyze information  
23.11 to solve problems and plan for the future.

23.12 **B. Places and regions.** The student will understand that places have physical  
23.13 characteristics, such as climate, topography, and vegetation, and human characteristics,  
23.14 such as culture, population, and political and economic systems. The student will  
23.15 understand that people construct regions to identify, organize, and interpret areas of the  
23.16 Earth's surface, which simplifies the Earth's complexity.

23.17 **C. Human systems.** The student will understand that the characteristics,  
23.18 distribution, and migration of human populations on the Earth's surface influence human  
23.19 systems, such as cultural, economic, and political systems. The student will understand  
23.20 that geographic factors influence the distribution, functions, growth, and patterns of cities  
23.21 and human settlements. The student will understand that the characteristics, distribution,  
23.22 and complexity of the Earth's cultures influence human systems, such as social, economic,  
23.23 and political systems. The student will understand that processes of cooperation and  
23.24 conflict among people influence the division and control of the Earth's surface.

23.25 **D. Human environment interaction.** The student will understand that the  
23.26 environment influences human actions; and humans both adapt to and change the

24.1 environment. The student will understand that the meaning, use, distribution, and  
24.2 importance of resources changes over time.

24.3 Subp. 4. History.

24.4 A. Historical thinking skills. The student will understand that historical inquiry  
24.5 is a process in which multiple sources and different kinds of historical evidence are  
24.6 analyzed to draw conclusions about how and why things happened in the past.

24.7 B. World history. The student will understand that:

24.8 (1) environmental changes and human adaptation enabled human migration  
24.9 from Africa to other regions of the world between 200,000 and 8000 BCE;

24.10 (2) the emergence of domestication and agriculture facilitated the  
24.11 development of complex societies and caused far-reaching social and cultural effects  
24.12 between 8000 and 2000 BCE;

24.13 (3) the development of interregional systems of communication and  
24.14 trade facilitated new forms of social organization and new belief systems between 2000  
24.15 BCE and 600 CE;

24.16 (4) hemispheric networks intensified as a result of innovations in  
24.17 agriculture, trade across longer distances, the consolidation of belief systems, and the  
24.18 development of new multiethnic empires while diseases and climate change caused sharp,  
24.19 periodic fluctuations in global population between 600 and 1450;

24.20 (5) new connections between the hemispheres resulted in the "Columbian  
24.21 Exchange," new sources and forms of knowledge, development of the first truly global  
24.22 economy, intensification of coerced labor, increasingly complex societies, and shifts in the  
24.23 international balance of power between 1450 and 1750;



25.1           (6) industrialization ushered in widespread population growth and  
25.2 migration, new colonial empires, and revolutionary ideas about government and political  
25.3 power between 1750 and 1922;

25.4           (7) a rapidly evolving world dominated by industrialized powers; scientific  
25.5 and technological progress; profound political, economic, and cultural change; world wars;  
25.6 and widespread violence and unrest produced a half century of crisis and achievement  
25.7 between 1900 and 1950;

25.8           (8) post-World War II geopolitical reorganization produced the Cold War  
25.9 balance of power and new alliances that were based on competing economic and political  
25.10 doctrines between 1950 and 1989; and

25.11           (9) globalization, the spread of capitalism, and the end of the Cold War  
25.12 have shaped a contemporary world still characterized by rapid technological change,  
25.13 dramatic increases in global population, and economic growth coupled with persistent  
25.14 economic and social disparities and cultural conflict between 1989 and the present.

25.15           C. United States history. The student will understand that:

25.16           (1) before European contact, North America was populated by indigenous  
25.17 nations that had developed a wide range of social structures, political systems, and  
25.18 economic activities, and whose expansive trade networks extended across the continent;

25.19           (2) rivalries among European nations and their search for new opportunities  
25.20 fueled expanding global trade networks and, in North America, colonization and  
25.21 settlement and the exploitation of indigenous peoples and lands; colonial development  
25.22 evoked varied responses by indigenous nations, and produced regional societies and  
25.23 economies that included imported slave labor and distinct forms of local government  
25.24 between 1585 and 1763;

26.1           (3) the divergence of colonial interests from those of England led to an  
26.2 independence movement that resulted in the American Revolution and the foundation of a  
26.3 new nation based on the ideals of self-government and liberty between 1754 and 1800;

26.4           (4) economic expansion and the conquest of indigenous and Mexican  
26.5 territory spurred the agricultural and industrial growth of the United States; led to  
26.6 increasing regional, economic, and ethnic divisions; and inspired multiple reform  
26.7 movements between 1792 and 1861;

26.8           (5) regional tensions around economic development, slavery, territorial  
26.9 expansion, and governance resulted in a Civil War and a period of Reconstruction that  
26.10 led to the abolition of slavery, a more powerful federal government, a renewed push  
26.11 into indigenous nations' territory, and continuing conflict over racial relations between  
26.12 1850 and 1877;

26.13           (6) as the United States shifted from its agrarian roots into an industrial  
26.14 and global power, the rise of big business, urbanization, and immigration led to  
26.15 institutionalized racism, ethnic and class conflict, and new efforts at reform between  
26.16 1870 and 1920;

26.17           (7) the economic growth, cultural innovation, and political apathy of  
26.18 the 1920s ended in the Great Depression which spurred new forms of government  
26.19 intervention, and renewed labor activism, followed by World War II and an economic  
26.20 resurgence between 1920 and 1945;

26.21           (8) post-World War II United States was shaped by an economic boom,  
26.22 Cold War military engagements, politics and protests, and rights movements to improve  
26.23 the status of racial minorities, women, and America's indigenous peoples between 1945  
26.24 and 1989; and

26.25           (9) the end of the Cold War, shifting geopolitical dynamics, the  
26.26 intensification of the global economy, and rapidly changing technologies have given

- 27.1 renewed urgency to debates about the United States' identity, values, and role in the world
- 27.2 between 1980 and the present.