Department of Education

Proposed Permanent Rules Relating to Social Studies Academic Standards

3501.1300 KINDERGARTEN STANDARDS.

Subpart 1. **Citizenship and government.**

A. Civic skills. The student will understand that 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.

B. Civic values and principles of democracy. The student will understand that 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.

C. Governmental institutions and political processes. The student will understand that 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.

Subp. 2. **Economics.**

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

B. Fundamental concepts. The student will understand that 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.

Subp. 3. **Geography.**

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

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

Subp. 4. **History.**

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. 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.

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

3501.1305 GRADE 1 STANDARDS.

Subpart 1. **Citizenship and government.**

A. Civic skills. The student will understand that 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.

B. Civic values and principles of democracy. The student will understand that 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.

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

3.7 Subp. 2. **Economics.**

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

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

3.15 Subp. 3. **Geography.**

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

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

3.25 Subp. 4. **History.**

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that 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.

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

3501.1310 GRADE 2 STANDARDS.

Subpart 1. **Citizenship and government.**

A. Civic skills. The student will understand that 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.

B. Civic values and principles of democracy. The student will understand that 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. The student will understand that 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.

Subp. 2. **Economics.**

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

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

Subp. 3. **Geography.**

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

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

Subp. 4. **History.**

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that 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.

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

3501.1315 GRADE 3 STANDARDS.

Subpart 1. **Citizenship and government.**

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

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

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

6.14 Subp. 2. **Economics.**

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

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

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

7.1 Subp. 3. **Geography.**

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

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

7.9 Subp. 4. **History.**

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

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

7.19 C. World history. The student will understand that:

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

7.23 (2) the development of interregional systems of communication and trade
7.24 facilitated new forms of social organization and new belief systems between 2000 BCE
7.25 and 600 CE; and

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

8.5 **3501.1320 GRADE 4 STANDARDS.**

8.6 Subpart 1. **Citizenship and government.**

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

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

8.16 Subp. 2. **Economics.**

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

8.21 B. Fundamental concepts. The student will understand that because of scarcity,
8.22 individuals, organizations, and governments must evaluate trade-offs, make choices, and
8.23 incur opportunity costs. The student will understand that individuals, businesses, and
8.24 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.

Subp. 3. **Geography.**

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

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

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

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

Subp. 4. **History.**

A. Historical thinking skills. The student will understand that 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.

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

3501.1325 GRADE 5 STANDARDS.

Subpart 1. **Citizenship and government.**

A. Civic skills. The student will understand that 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.

B. Civic values and principles of democracy. The student will understand that 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.

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

D. Governmental institutions and political processes. The student will understand that 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, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that 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.

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; and

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

12.13 **3501.1330 GRADE 6 STANDARDS.**

12.14 Subpart 1. **Citizenship and government.**

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

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

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

judicial. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Subp. 2. **Economics.**

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

B. Personal finance. The student will understand that 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.

C. Fundamental concepts. The student will understand that 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.

D. Microeconomic concepts. The student will understand that 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.

Subp. 3. **Geography.**

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

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

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

14.3 Subp. 4. **History.**

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

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

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

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

14.17 (3) economic expansion and the conquest of indigenous and Mexican
14.18 territory spurred the agricultural and industrial growth of the United States; led to
14.19 increasing regional, economic, and ethnic divisions; and inspired multiple reform
14.20 movements;

14.21 (4) regional tensions around economic development, slavery, territorial
14.22 expansion, and governance resulted in a Civil War and a period of Reconstruction that
14.23 led to the abolition of slavery, a more powerful federal government, a renewed push into
14.24 indigenous nations' territory, and continuing conflict over racial relations;

15.1 (5) as the United States shifted from its agrarian roots into an industrial
15.2 and global power, the rise of big business, urbanization, and immigration led to
15.3 institutionalized racism, ethnic and class conflict, and new efforts at reform;

15.4 (6) the economic growth, cultural innovation, and political apathy of the
15.5 1920s ended in the Great Depression which spurred new forms of government intervention
15.6 and renewed labor activism, followed by World War II and an economic resurgence;

15.7 (7) post-World War II United States was shaped by an economic boom,
15.8 Cold War military engagements, politics and protests, and rights movements to improve
15.9 the status of racial minorities, women, and America's indigenous peoples; and

15.10 (8) the end of the Cold War, shifting geopolitical dynamics, the
15.11 intensification of the global economy, and rapidly changing technologies have given
15.12 renewed urgency to debates about the United States' identity, values, and role in the world.

15.13 **3501.1335 GRADE 7 STANDARDS.**

15.14 Subpart 1. **Citizenship and government.**

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

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

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

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

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

16.13 Subp. 2. **Economics.**

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

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

16.21 C. Microeconomics. The student will understand that individuals, businesses,
16.22 and governments interact and exchange goods, services, and resources in different ways
16.23 and for different reasons; interactions between buyers and sellers in a market determines
16.24 the price and quantity exchanged of a good, service, or resource. The student will
16.25 understand that 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.

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

Subp. 4. **History.**

A. Historical thinking skills. The student will understand that 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.

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

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

(1) 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;

(2) 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;

(3) 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;

(4) 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;

(5) 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; and

(6) 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.

3501.1340 GRADE 8 STANDARDS.

Subpart 1. **Citizenship and government.** Civic skills. The student will understand that 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. The student will understand that international political and economic institutions influence world affairs and United States foreign policy. The student will understand that governments are based on different political philosophies and are established to serve various purposes.

Subp. 2. **Economics.**

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

B. Fundamental concepts. The student will understand that 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.

19.1 C. Macroeconomics. The student will understand that international trade,
19.2 exchange rates, and international institutions affect individuals, organizations, and
19.3 governments throughout the world.

19.4 Subp. 3. **Geography.**

19.5 A. Geospatial skills. The student will understand that people use geographic
19.6 representations and geospatial technologies to acquire, process, and report information
19.7 within a spatial context. The student will understand that geographic inquiry is a process
19.8 in which people ask geographic questions and gather, organize, and analyze information
19.9 to solve problems and plan for the future.

19.10 B. Places and regions. The student will understand that places have physical
19.11 characteristics, such as climate, topography, and vegetation, and human characteristics,
19.12 such as culture, population, and political and economic systems.

19.13 C. Human systems. The student will understand that the characteristics,
19.14 distribution, and migration of human populations on the Earth's surface influence human
19.15 systems, such as cultural, economic, and political systems. The student will understand
19.16 that geographic factors influence the distribution, functions, growth, and patterns of cities
19.17 and human settlements. The student will understand that the characteristics, distribution,
19.18 and complexity of the Earth's cultures influence human systems, such as social, economic,
19.19 and political systems. The student will understand that processes of cooperation and
19.20 conflict among people influence the division and control of the Earth's surface.

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

19.23 Subp. 4. **History.**

A. Historical thinking skills. The student will understand that 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.

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

3501.1345 GRADE 9-12 STANDARDS.

Subpart 1. **Citizenship and government.**

A. Civic skills. The student will understand that 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.

B. Civic values and principles of democracy. The student will understand that 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.

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

D. Governmental institutions and political processes. The student will understand that 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, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that 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. The student will understand that public policy is shaped by governmental and nongovernmental institutions and political processes. The student will understand that free and fair elections are key elements of the United States political system.

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

Subp. 2. **Economics.**

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

B. Personal finance. The student will understand that 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.

C. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that economic systems differ

22.1 in the ways that they address the three basic economic issues of allocation, production,
22.2 and distribution to meet society's broad economic goals.

22.3 D. Microeconomic concepts. The student will understand that individuals,
22.4 businesses, and governments interact and exchange goods, services, and resources in
22.5 different ways and for different reasons; interactions between buyers and sellers in a market
22.6 determines the price and quantity exchanged of a good, service, or resource. The student
22.7 will understand that profit provides an incentive for individuals and businesses; different
22.8 business organizations and market structures have an effect on the profit, price, and
22.9 production of goods and services. The student will understand that resource markets and
22.10 financial markets determine wages, interest rates, and commodity prices. The student will
22.11 understand that market failures occur when markets fail to allocate resources efficiently or
22.12 meet other goals, and this often leads to government attempts to correct the problem.

22.13 E. Macroeconomic concepts. The student will understand that economic
22.14 performance, the performance of an economy toward meeting its goals, can be measured,
22.15 and is affected by, various long-term factors. The student will understand that the overall
22.16 levels of output, employment, and prices in an economy fluctuate in the short run as a
22.17 result of the spending and production decisions of households, businesses, governments,
22.18 and others. The student will understand that the overall performance of an economy can be
22.19 influenced by the fiscal policies of governments and the monetary policies of central banks.
22.20 The student will understand that international trade, exchange rates, and international
22.21 institutions affect individuals, organizations, and governments throughout the world.

22.22 Subp. 3. **Geography.**

22.23 A. Geospatial skills. The student will understand that people use geographic
22.24 representations and geospatial technologies to acquire, process, and report information
22.25 within a spatial context. The student will understand that geographic inquiry is a process

23.1 in which people ask geographic questions and gather, organize, and analyze information
23.2 to solve problems and plan for the future.

23.3 B. Places and regions. The student will understand that places have physical
23.4 characteristics, such as climate, topography, and vegetation, and human characteristics,
23.5 such as culture, population, and political and economic systems. The student will
23.6 understand that people construct regions to identify, organize, and interpret areas of the
23.7 Earth's surface, which simplifies the Earth's complexity.

23.8 C. Human systems. The student will understand that the characteristics,
23.9 distribution, and migration of human populations on the Earth's surface influence human
23.10 systems, such as cultural, economic, and political systems. The student will understand
23.11 that geographic factors influence the distribution, functions, growth, and patterns of cities
23.12 and human settlements. The student will understand that the characteristics, distribution,
23.13 and complexity of the Earth's cultures influence human systems, such as social, economic,
23.14 and political systems. The student will understand that processes of cooperation and
23.15 conflict among people influence the division and control of the Earth's surface.

23.16 D. Human environment interaction. The student will understand that the
23.17 environment influences human actions; and humans both adapt to and change the
23.18 environment. The student will understand that the meaning, use, distribution, and
23.19 importance of resources changes over time.

23.20 Subp. 4. **History.**

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

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

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

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

24.6 (3) the development of interregional systems of communication and
24.7 trade facilitated new forms of social organization and new belief systems between 2000
24.8 BCE and 600 CE;

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

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

24.17 (6) industrialization ushered in widespread population growth and
24.18 migration, new colonial empires, and revolutionary ideas about government and political
24.19 power between 1750 and 1922 CE;

24.20 (7) a rapidly evolving world dominated by industrialized powers; scientific
24.21 and technological progress; profound political, economic, and cultural change; world wars;
24.22 and widespread violence and unrest produced a half century of crisis and achievement
24.23 between 1900 and 1950 CE;

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

25.4 (9) globalization, the spread of capitalism, and the end of the Cold War
25.5 have shaped a contemporary world still characterized by rapid technological change,
25.6 dramatic increases in global population, and economic growth coupled with persistent
25.7 economic and social disparities and cultural conflict from 1989 CE to the present.

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

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

25.12 (2) rivalries among European nations and their search for new opportunities
25.13 fueled expanding global trade networks and, in North America, colonization and
25.14 settlement and the exploitation of indigenous peoples and lands; colonial development
25.15 evoked varied responses by indigenous nations, and produced regional societies and
25.16 economies that included imported slave labor and distinct forms of local government;

25.17 (3) the divergence of colonial interests from those of England led to an
25.18 independence movement that resulted in the American Revolution and the foundation of a
25.19 new nation based on the ideals of self-government and liberty;

25.20 (4) economic expansion and the conquest of indigenous and Mexican
25.21 territory spurred the agricultural and industrial growth of the United States; led to
25.22 increasing regional, economic, and ethnic divisions; and inspired multiple reform
25.23 movements;

25.24 (5) regional tensions around economic development, slavery, territorial
25.25 expansion, and governance resulted in a Civil War and a period of Reconstruction that

26.1 led to the abolition of slavery, a more powerful federal government, a renewed push into
26.2 indigenous nations' territory, and continuing conflict over racial relations;

26.3 (6) as the United States shifted from its agrarian roots into an industrial
26.4 and global power, the rise of big business, urbanization, and immigration led to
26.5 institutionalized racism, ethnic and class conflict, and new efforts at reform;

26.6 (7) the economic growth, cultural innovation, and political apathy of the
26.7 1920s ended in the Great Depression which spurred new forms of government intervention,
26.8 and renewed labor activism, followed by World War II and an economic resurgence;

26.9 (8) post-World War II United States was shaped by an economic boom,
26.10 Cold War military engagements, politics and protests, and rights movements to improve
26.11 the status of racial minorities, women, and America's indigenous peoples; and

26.12 (9) the end of the Cold War, shifting geopolitical dynamics, the
26.13 intensification of the global economy, and rapidly changing technologies have given
26.14 renewed urgency to debates about the United States' identity, values, and role in the world.