

Great Lakes in My World
www.greatlakes.org

Unit: Lakes

**Minnesota:
Social
Studies**

| | | | | Activities | | | | | | | | | | | | | | | | |
|-----------------------|------------------------------------|----------|---|-----------------|---------------|--------------|-----------------------|------------------------|--------------|-------------|------------------|-------------|-------------|-------------|-------------------|-----------------|----------------|------------|-------------------|----------------|
| | | | | K-8 | K-4 | 3-6 | 4-8 | K-8 | 4-8 | 3-6 | 3-6 | K-4 | 4-8 | 3-6 | 4-8 | 6-8 | 4-8 | 6-8 | 6-8 | K-8 |
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Strand | Substrand | Grade | Standard (Benchmark) | Lake Connection | I Am A Camera | Maps of Home | Watershed Orientation | Satisfy Your Curiosity | Eco-Language | Closer Look | Fish Observation | Web of Life | Tangled Web | What's New? | Great Lakes Relay | Invasive Issues | Moving Mercury | Solubility | It Adds Up and Up | Building a Web |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will present and explain the findings of a research project. | | | | | X | | | | | | | | X | | | X | X |
| V. Geography | A. Concepts of Location | K - 3 | The student will use directional and positional words to locate and describe people, places and things. | | X | X | | | | | | | | | | | | | | |
| V. Geography | A. Concepts of Location | K - 3 | The student will demonstrate working knowledge of the cardinal directions. | | | X | | | | | | | | | | | | | | |
| V. Geography | B. Maps and Globes | K - 3 | The student will use and create maps and globes to locate people, places and things. | | | X | | | | | | | | | | | | | | |
| V. Geography | B. Maps and Globes | K - 3 | The student will use maps and globes to demonstrate specific geographical knowledge. | | | X | | | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | K - 3 | The student will distinguish between physical and human-made features of places on the Earth's surface. | | | X | | | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | K - 3 | The student will identify specific landforms and waterways on a map using geographical terms. | | | X | | | | | | | | | | | | | | |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. | | | | X | X | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will use basic terminology describing basic physical and cultural features of continents studied. | | X | X | X | | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | | | X | | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | X | | | X | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will give examples of physical systems and describe their role in shaping life on Earth. | | | | X | | | | | | | | | | X | | X | |

1. Lakes

| Strand | Substrand | Grade | Standard (Benchmark) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|--------------|---------------------|----------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| V. Geography | D. Interconnections | 4 thru 8 | The student will give examples that demonstrate how people are connected to each other and the environment. | X | | | | | | | X | | X | | | | X | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will describe how humans influence the environment and in turn are influenced by it. | | | | | | | | | | | | | X | | | X | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface. | | | | X | | | | | | | | | | | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment. | | | | X | X | X | | | | | | | | | | X | |
| V. Geography | E. Essential Skills | 4 thru 8 | The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. | | | X | X | X | | | X | | | | | | | | | |

2. Sand Dunes

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Unit: Sand Dunes

**Minnesota:
Social
Studies**

| Strand | Substrand | Grade | Standard (Benchmark) | Activities | | | | | | | | | | | | | | | |
|-----------------------|------------------------------------|----------|---|------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
| | | | | K-8 1 | 4-8 2 | 3-6 3 | K-8 4 | 3-6 5 | 4-8 6 | 4-8 7 | 4-8 8 | 3-6 9 | 6-8 10 | 4-8 11 | 6-8 12 | K-3 13 | 4-8 14 | 4-8 15 | |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will present and explain the findings of a research project. | | | | X | | | | | | | X | | | | | X |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. | | | | X | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will use basic terminology describing basic physical and cultural features of continents studied. | | | | | | | | | | | | | X | | X | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of Minnesota. | X | | | | | | | | | X | | | | | X | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | X | | X | X | X | X | X | X | | X | | | | | X | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | | | | | | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will give examples of physical systems and describe their role in shaping life on Earth. | X | | X | X | X | X | | | | X | | | | | X | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will give examples that demonstrate how people are connected to each other and the environment. | | | X | | | | | | | | | | | | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will describe how humans influence the environment and in turn are influenced by it. | | X | | | X | | | | | X | X | | | | X | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface. | | | | | X | X | | | | | | X | | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment. | | X | | X | X | X | X | X | X | X | | | | | X | |

2. Sand Dunes

| Strand | Substrand | Grade | Standard (Benchmark) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---------------------------------|--|----------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| V. Geography | E. Essential Skills | 4 thru 8 | The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. | | | | X | | | | X | X | | | | | X | |
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | 4 thru 8 | The student will understand the importance of participation in civic life and demonstrate effective civic skills | | | | | | | | | | | | X | | | |

3. Wetlands

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Unit: Wetlands

Minnesota: Social Studies

| Strand | Substrand | Grade | Standard (Benchmark) | Activities | | | | | | | | | | | | |
|-----------------------|------------------------------------|----------|---|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | K-4 | K-2 | 4-8 | 4-8 | 4-8 | K-8 | K-3 | 4-8 | 3-6 | 4-8 | 4-8 | 4-8 | 4-8 |
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will present and explain the findings of a research project. | | | | | | | | | X | | | | X |
| V. Geography | C. Physical Features and Processes | K - 3 | The student will identify specific landforms and waterways on a map using geographical terms. | X | | | | | | | | | | | | |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. | X | | | X | X | | | | | | | | |
| V. Geography | B. Maps and Globes | 4 thru 8 | The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge. | | | | X | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will use basic terminology describing basic physical and cultural features of continents studied. | | | | X | X | | | | | | | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of Minnesota. | X | | | X | X | | | | | | X | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | | | | X | | | | X | X | X | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will give examples of physical systems and describe their role in shaping life on Earth. | | | | X | X | | | | | | | X | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will give examples that demonstrate how people are connected to each other and the environment. | | | | | | | | | | | | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will describe how humans influence the environment and in turn are influenced by it. | | | | | X | | | | | | | X | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment. | X | | X | X | X | X | X | X | X | X | X | X | X |
| V. Geography | E. Essential Skills | 4 thru 8 | The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. | | | | X | | | | | X | | | | X |

3. Wetlands

| Strand | Substrand | Grade | Standard (Benchmark) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---------------------------------|--|----------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | K - 3 | The student will understand the importance of participation in civic life and demonstrate effective civic skills. | | | | | | | | | | | | | X |
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | 4 thru 8 | The student will understand the importance of participation in civic life and demonstrate effective civic skills | | | | | X | | | | | | | | X |

4. Human Communities

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Unit: Human Communities

**Minnesota:
Social
Studies**

| Strand | Substrand | Grade | Standard (Benchmark) | Activities | | | | | | | | | | | | | |
|-----------------------|------------------------------------|----------|---|-------------------------------------|---------------------------|------------------------------|--|----------------------------|------------------------|-----------------------------------|-----------------------------|---------------------------|----------------------------|---------------------------|---------------------------------|---|---|
| | | | | 1 4-8 What's the Environment? | 2 3-6 Sound Picture | 3 K-4 Take a Good Look | 4 K-4 Who Lives in My Community? | 5 4-8 Lake Landmarks | 6 3-6 Litter Tag | 7 4-8 Garbage Investigation | 8 4-8 Beach Mysteries | 9 4-8 Adopt-a-Beach | 10 4-8 Taking Action | 11 K-3 My Community | 12 4-8 Create-a-Community | | |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will present and explain the findings of a research project. | | | | | | | | | | | X | X | X | X |
| V. Geography | A. Concepts of Location | K - 3 | The student will use directional and positional words to locate and describe people, places and things. | | | | | | | | | | | | | X | |
| V. Geography | A. Concepts of Location | K - 3 | The student will demonstrate working knowledge of the cardinal directions. | | | | | X | | | | | | | | | |
| V. Geography | B. Maps and Globes | K - 3 | The student will use and create maps and globes to locate people, places and things. | | | | | X | | | | | | | | X | |
| V. Geography | B. Maps and Globes | K - 3 | The student will use maps and globes to demonstrate specific geographical knowledge. | | | | | X | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | K - 3 | The student will distinguish between physical and human-made features of places on the Earth's surface. | | | | | X | | | | | | | | X | |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. | | | | | X | | | | | | | | X | |
| V. Geography | B. Maps and Globes | 4 thru 8 | The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge. | | | | | X | | | | | | | | | |
| V. Geography | B. Maps and Globes | 4 thru 8 | The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth. | | | | | X | | | | | | | | X | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will use basic terminology describing basic physical and cultural features of continents studied. | | X | X | X | X | | | | | X | | | X | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of the United States. | | X | | | X | | | | | | | | X | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | | | X | | | | | | X | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will give examples of physical systems and describe their role in shaping life on Earth. | | | | | | | | | X | X | | | X | |

4. Human Communities

| Strand | Substrand | Grade | Standard (Benchmark) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------------|--|----------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| V. Geography | D. Interconnections | 4 thru 8 | The student will give examples that demonstrate how people are connected to each other and the environment. | X | X | X | X | X | | | | X | | X | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States. | | | | | X | | | | | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota. | | | | | X | | | | | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will describe how humans influence the environment and in turn are influenced by it. | X | | X | | X | X | | X | X | | X | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface. | | | | | X | | | | | | X | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment. | | | X | X | | | | X | X | X | X | X |
| V. Geography | E. Essential Skills | 4 thru 8 | The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. | | | | | X | | | | X | X | X | |
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | K - 3 | The student will understand the importance of participation in civic life and demonstrate effective civic skills. | | | | | | X | | | | | X | |
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | 4 thru 8 | The student will understand the importance of participation in civic life and demonstrate effective civic skills | | | | | X | X | X | X | X | X | X | X |

Great Lakes in My World
Unit: History
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**Minnesota:
Social
Studies**

| Strand | Substrand | Grade | Standard (Benchmark) | Activities | | | | | | | | | | | |
|-----------------------|--|----------|---|------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|---|
| | | | | 4-8 1 | 3-6 2 | K-4 3 | 3-6 4 | 4-8 5 | 3-6 6 | 4-8 7 | 6-8 8 | 6-8 9 | K-3 10 | 4-8 11 | |
| I. U.S. History | A. Family Life Today and In The Past | K-3 | The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same. | | X | X | X | X | | | | | | X | |
| I. U.S. History | C. Many Peoples and Cultures Meet in the Making of North America | K-3 | The student will demonstrate knowledge of the people who settled in North America. | | | | X | | | | | | | X | |
| I. U.S. History | A. Pre-history through 1607 | 4 thru 8 | The student will understand that large and diverse American Indian nations were the original inhabitants of North America. | X | | | X | X | X | X | | | X | | X |
| I. U.S. History | B. Pre-history through 1607 | 4 thru 8 | The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations. | X | | | | X | X | X | | | | | X |
| I. U.S. History | C. Colonization and Conflict, 1607-1780s | 4 thru 8 | The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America. | X | | | | X | | | | | | | |
| II. Minnesota History | A. Pre-Contact to 1650 | 4 thru 8 | The student will demonstrate knowledge of Minnesota's indigenous peoples. | X | X | | | X | | | | | X | | X |
| II. Minnesota History | B. Contact and Fur Trade 1600-1810 | 4 thru 8 | The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies. | X | X | | | X | X | X | | | X | | X |
| II. Minnesota History | C. Early Settlement and Statehood 1810-1860 | 4 thru 8 | The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th Century and the changes the new Minnesotans brought with them. | X | X | | | X | | X | X | X | X | | X |
| IV. Historical Skills | A. Concepts of Time | K-3 | The student will demonstrate chronological thinking. | | X | X | | | X | | | | | | |
| IV. Historical Skills | B. Historical Resources | K-3 | The student will understand that we can learn about the past from different sorts of evidence. | | | | | | | | | | | X | |
| IV. Historical Skills | A. Concepts of Time | 4 thru 8 | The student will acquire skills of chronological thinking. | X | X | X | | | | X | X | X | | | X |
| IV. Historical Skills | B. Historical Resources | 4 thru 8 | The student will begin to use historical resources. | X | | | | | | | | | | | X |

5. History

| Strand | Substrand | Grade | Standard (Benchmark) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|-----------------------|------------------------------------|----------|---|---|---|---|---|---|---|---|---|---|----|----|
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will apply research skills by investigating a topic in U.S. history. | | | | | | | | | | | X |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will analyze historical evidence and draw conclusions. | X | | | | | | | | | | |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will present and explain the findings of a research project. | | | | | | | | | | | X |
| V. Geography | C. Physical Features and Processes | K - 3 | The student will distinguish between physical and human-made features of places on the Earth's surface. | | | X | | | | | | | | |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of the United States. | X | | | | | | | | | | |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. | X | | | | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will use basic terminology describing basic physical and cultural features of continents studied. | X | X | X | X | X | | X | X | X | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of the United States. | X | X | X | X | X | | X | | | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of Minnesota. | X | X | | X | X | | X | X | X | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | | X | | | | | | X | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will give examples of physical systems and describe their role in shaping life on Earth. | | | X | | | | X | | | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will give examples that demonstrate how people are connected to each other and the environment. | X | X | X | X | X | | X | X | X | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States. | | | | | | X | | | X | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota. | X | X | X | | | X | | X | X | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will describe how humans influence the environment and in turn are influenced by it. | X | X | X | | | | X | X | X | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface. | | | | | | | | X | | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment. | | | | | | | | X | | | X |

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Unit: Geology and Water Flow

Minnesota: Social Studies

| Strand | Substrand | Grade | Standard (Benchmark) | Activities | | | | | | | | | | | | |
|-----------------------|------------------------------------|----------|--|------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|---|
| | | | | 3-6 1 | K-8 2 | 4-8 3 | K-3 4 | 4-8 5 | 4-8 6 | 3-6 7 | 4-8 8 | 6-8 9 | 6-8 10 | K-3 11 | 4-8 12 | |
| IV. Historical Skills | A. Concepts of Time | K-3 | The student will demonstrate chronological thinking. | | | | | | | | X | | | | | X |
| IV. Historical Skills | B. Historical Resources | K-3 | The student will understand that we can learn about the past from different sorts of evidence. | | | | | | | | X | | | | | X |
| IV. Historical Skills | A. Concepts of Time | 4 thru 8 | The student will acquire skills of chronological thinking. | X | | | | | | X | X | | | | | X |
| IV. Historical Skills | B. Historical Resources | 4 thru 8 | The student will begin to use historical resources. | | | | | | | | X | | | | | X |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will apply research skills by investigating a topic in U.S. history. | | | | | | | | X | X | | | | X |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will analyze historical evidence and draw conclusions. | X | | | | | | | | | | | | |
| IV. Historical Skills | C. Historical Inquiry | 4 thru 8 | The student will present and explain the findings of a research project. | | | | | | | | X | X | | | | X |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of the United States. | | X | | | X | | | | | | | | |
| V. Geography | A. Concepts of Location | 4 thru 8 | The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. | | X | | | X | X | | | | | | | |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will use basic terminology describing basic physical and cultural features of continents studied. | | X | X | | X | | X | X | X | | | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of the United States. | | X | | | | | | | X | | | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify and locate geographic features associated with the development of Minnesota. | | X | | | X | | X | | | | | | X |

6. Geology and Water Flow

| Strand | Substrand | Grade | Standard (Benchmark) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------------|--|----------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. | | | | X | | | X | | X | X | | X |
| V. Geography | C. Physical Features and Processes | 4 thru 8 | The student will give examples of physical systems and describe their role in shaping life on Earth. | | X | | | X | X | X | X | | X | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will give examples that demonstrate how people are connected to each other and the environment. | | X | | | | | | | X | | | X |
| V. Geography | D. Interconnections | 4 thru 8 | The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota. | | X | | | | | | | X | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will describe how humans influence the environment and in turn are influenced by it. | | X | X | | X | | | X | X | | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface. | | | | | | | | | X | X | | |
| V. Geography | D. Interconnections | 4 thru 8 | The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment. | | X | | | X | X | X | | X | X | | X |
| V. Geography | E. Essential Skills | 4 thru 8 | The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. | | | | | X | X | X | | X | | | X |
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | K - 3 | The student will understand the importance of participation in civic life and demonstrate effective civic skills. | | | | | | | | | | | X | |
| VII. Government and Citizenship | A. Civic Values, Skills, Rights and Responsibilities | 4 thru 8 | The student will understand the importance of participation in civic life and demonstrate effective civic skills | | | X | | | | | | X | X | | |