



Alignment Document  
State of Minnesota  
And  
Aventa Learning Geography

# Minnesota K-12 Academic Standards in History and Social Studies Curriculum and Assessment Alignment Form

## HISTORY AND SOCIAL STUDIES

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

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

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

## Minnesota Academic Standards in Social Studies

### GEOGRAPHY

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

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

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

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

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

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

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

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
<b>GEOGRAPHY GRADES 9-12</b>					
<b>V.</b> GEOGRAPHY	<b>B.</b> Essential Skills	The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</li> <li>2. Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images.</li> <li>3. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior.</li> </ol>	<p>In each lesson, students read text from a variety of electronic sources to be used in later assessment. Outside Electronic assignments are involved in brochure research as well.</p> <p>In each lesson students print out and label blank maps of the continent they are studying.</p> <p>In each lesson students are given outside links (generally to National Geographic) to explore, collect and study. Each includes information on Economics and Population.</p>	<p>Students reach level one and two on standard assessments. Students reach levels 3 and 4 on projects (i.e. special writing projects and travel brochures).</p> <p>On tests, students are given a blank map and asked to organize the areas with a word bank.</p> <p>Most assessments contain at least one essay that requires a student to discuss political and economic activities.</p>

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
V. GEOGRAPHY	C. Spatial Organization	The student will understand the regional distribution of the human population at local to global scales and its patterns of change.	<ol style="list-style-type: none"> <li>1. Students will describe the pattern of human population density in the United States and major regions of the world.</li> <li>2. Students will provide examples that illustrate the impact changing birth and death rates have on the growth of the human population in the major regions of the world.</li> <li>3. Students will use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales.</li> <li>4. Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world.</li> </ol>	Students complete reading assignments in the various sections of the course.	Students are asked simple test questions on tests and essays.
V. GEOGRAPHY	C. Spatial Organization	The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.	<ol style="list-style-type: none"> <li>1. Students will use regions to analyze the locational patterns of culture groups at various scales.</li> <li>2. Students will use concepts and models of the process of diffusion to interpret the spread of culture traits.</li> <li>3. Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change.</li> <li>4. Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants.</li> </ol>	Students read about location patterns of humans throughout time, students read and analyze online sources to learn about diffusion	Students respond to questions about location patterns on tests. Students compare demographics in writing (Special Activity Unit 2). Students cite examples that illustrate how landscapes reflect the cultural characteristics on test essay questions.

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V. GEOGRAPHY	C. Spatial Organization	The student will explain how the regionalization of space into political units affects human behavior.	<ol style="list-style-type: none"> <li>1. Students will understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements.</li> <li>2. Students will provide examples of the impact of political boundaries on human behavior and economic activities.</li> <li>3. Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them.</li> <li>4. Students will evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.</li> </ol>	Students read information regarding spatial organization from multiple sources on special assignments (i.e. reading recommended books and researching the Panama Canal) students are expected to Summarize, Analyze and Synthesize information gained from a variety of sources.	Students work through assignments such as simple test questions and essays in each section Students identify and read from a variety of sources to gain knowledge pertinent to spatial organization. Students use higher level and thinking skills to research and write essays pertinent to spatial organization (e.g. Panama Canal newspaper assignment)
V. GEOGRAPHY	C. Spatial Organization	The student will analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.	<ol style="list-style-type: none"> <li>1. Students will describe the contemporary patterns of large cities.</li> <li>2. Students will describe the processes that have produced this pattern of cities.</li> <li>3. Students will describe how changes in transportation and communication technologies affected the urbanization of the United States.</li> <li>4. Students will describe how changes in transportation technology, government policies, lifestyles, and cycles in economic activity impact the suburbanization of the United States.</li> <li>5. Students will explain the internal spatial structure of cities in the United States.</li> <li>6. Students will provide examples of how the</li> </ol>	Students read from a variety of online sources , using context clues to identify and summarize topics including but not limited to patterns of location, functions and characteristics of local and global settlement patterns and processes effecting location of cities (e.g. online text reading, links to National Geographic from each section).	Students write simple and essay answers on assessments that pertain to but are not limited to: patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities (e.g. questions pertaining to online text reading and National Geographic links)

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			internal structure of cities varies around the world.		
V. GEOGRAPHY	C. Spatial Organization	The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.	<p>1. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States.</p> <p>2. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world.</p> <p>3. Students will describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production.</p> <p>4. Students will understand how the transportation and communication systems have impacted the development of regions.</p> <p>5. Students will describe patterns of consumption and production of the agricultural commodities that are traded among nations.</p> <p>6. Students will describe patterns of consumption and production of fossil fuels that are traded among nations.</p> <p>7. Students will describe how geographic models can help to explain the location of commercial activities and land use patterns in the United States and the world.</p> <p>8. Students will explain the variations in economic activity and land use within the state of Minnesota analyze issues related to land use and reach conclusions about the potential for change in various regions.</p>	<p>Students read and analyze information from Section 2 of the online course and watch films that give clues as to the economic activity in the US and its regional pattern.</p> <p>Covered in various sections of entire course (esp. National Geographic links in each section).</p> <p>Students read about land use.</p> <p>Students read and discuss how economic and political changes can affect their lifestyle (covered throughout).</p>	<p>Students answer assessment items (simple and essay) pertaining to regional patterns of Economic activities.</p> <p>Utilized in tests, essay writing and special assignments throughout the course.</p> <p>Addressed in test questions throughout the course including essays (esp. taken from reading on National Geographic links).</p> <p>Students read, analyze and synthesize information regarding how economic and political changes in other parts of the world can affect their lifestyle (e.g. know before you go activities).</p>

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			<p><b>9.</b> Students will describe changes in common statistical measures of population or economy that occur as countries develop economically.</p> <p><b>10.</b> Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.</p>		
<p><b>V.</b> GEOGRAPHY</p>	<p><b>D.</b> Interconnections</p>	<p>The student will describe how humans influence the environment and in turn are influenced by it.</p>	<p><b>1.</b> Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it.</p> <p><b>2.</b> Students will analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources.</p> <p><b>3.</b> Students will understand and analyze examples of the impacts of natural hazards on human activities and land use.</p>	<p>Students read internet sources to learn about the influence of the environment and how they influence it (Text and National Geographic).</p>	<p>Test questions and essays pertaining to how humans influence their environment and in turn are influenced by it.</p>