

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
US/World History	US/World History	US/World History	US/World History	US/World History	US/World History	US/World History	US/World History	US/World History
___ I can tell time is organized in units of days, weeks, months, years.	___ I can make a timeline using at least three events from my own life. (1.1.1.1.1)	___ I can identify certain events and people and explain why they are celebrated as holidays in the United States and in other countries. (2.1.2.1.1)	___ I can examine a past event by asking historical questions.	___ I can explain the meaning of time periods, dates, and eras in history, and use them correctly in speaking and writing.	___ I can analyze historical information to make predictions and answer questions about the past.	___ I can give examples of ways that early people in Minnesota adapted their way of life to the changing environment.	___ I can analyze the varying interactions between groups of Europeans, Africans, and American Indians and describe the impact those interactions had on their cultures.	___ I can describe the migration of people from Africa to other world regions.
___ I can tell the difference between yesterday (past) today (present) and tomorrow (future). (calendar activities)	___ I can look at photos and objects from the past to tell how people lived in the past. (1.1.1.2.1)	___ I can compare and contrast my community to another community in the world. (2.1.2.2.1)	___ I can use historical inquiry to explain how an invention of the past changed life at that time.	___ I can compare a modern map and an earlier map of the same area and explain changes over time.	___ I can identify cultural traits of many North American Indian nations.	___ I can name the indigenous tribes of the upper Mississippi River region.	___ I can describe the development of labor systems, and explain where and why slave labor, indentured servitude and free labor was utilized.	___ I can identify characteristics of hunter-gatherer societies and ways they adapted to their environment.
___ I can tell ways we learn about the past. (books, stories, videos, listening to parents/grandparents)	___ I can tell about life in my family and compare what is alike and different with family life in earlier times. (1.1.2.1.1)	___ I can use and create calendars to identify days, weeks, months, years, decades, centuries, and seasons. (2.1.1.1.1)	___ I can compare and contrast daily life for Minnesota native people in different times.	___ I can describe when/why different groups arrived and where they came from.	___ I can identify European motivations for exploration and settlement in North America.	___ I can utilize artifacts, oral histories, and other archeological evidence to describe the indigenous people or the upper Mississippi River region.	___ I can explain the consequences of the Columbian Exchange and the Atlantic slave trade on the Americas.	___ I can explain the development of agriculture and domestication and its effects on ancient human communities.
___ I can name and compare family and community celebrations. (Thanksgiving, Christmas, Winter celebrations, Presidents Day, MLK, Easter)			___ I can compare daily life for people living in different time periods in at least three different parts of the world.		___ I can describe the early interactions between the Europeans and the American Indians and consequences for both.	___ I can compare and contrast the Dakota and Ojibwa nations.	___ I can identify and describe the global and regional factors that led to the American Revolution.	___ I can describe how having an excess food supply influenced the culture and growth of civilizations.

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			<p>___ I can identify examples of individuals or groups who influenced US and World History; explain how their actions helped change the world around them.</p>		<p>___ I can compare and contrast life within the 13 English colonies and their geographical areas.</p>	<p>___ I can explain why explorers and missionaries came to the upper Mississippi River Region.</p>	<p>___ I can explain the economic, political and cultural factors that shaped the Declaration of Independence, the Constitution and the Bill of Rights.</p>	<p>___ I can explain how trade led to the development of different social classes.</p>
					<p>___ I can explain the journey of the enslaved African from Africa to North America.</p>	<p>___ I can identify benefits of trade for both Europeans and the Dakota and Ojibwa.</p>	<p>___ I can describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase, wars and treaties with foreign and Indian nations, annexation, and other land purchases.</p>	<p>___ I can locate early complex civilizations and describe their cultural characteristics and institutions.</p>
					<p>___ I can explain ways enslaved Africans were treated and how they maintained their culture.</p>	<p>___ I can describe the roles of traders, clerks, voyageurs, and Indian suppliers in the fur trade.</p>	<p>___ I can identify new technologies and innovations that transformed the United States' economy and society.</p>	<p>___ I can compare the cultural characteristics of at least two world regions complex civilizations.</p>
					<p>___ I can identify differences and tensions between the colonists and the American Indians.</p>	<p>___ I can explain the results of the first treaties for the Indians and for the settlers in Minnesota.</p>	<p>___ I can compare and contrast how economic and social transformations had an impact on political and regional development.</p>	<p>___ I can give examples of migrations and invasions of people around the world and describe the consequences of those migrations.</p>

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					___ I can identify major conflicts between the colonists and England and how they led to the American Revolution.	___ I can describe the impact that settlement in the upper Mississippi River region had on the cultural and physical landscapes.	___ I can identify the causes and consequences of antebellum reform movements, including abolition and women's rights.	___ I can compare the key beliefs and practices of Buddhism, Christianity, and Islam.
					___ I can compare and contrast the impact of the Revolutionary War on the different groups of Americans.	___ I can define tribal sovereignty.	___ I can identify the main ideas of the debate over slavery, abolition, and states' rights and explain how they resulted in major political compromises in the Antebellum period.	___ I can trace the spread of Buddhism, Christianity, and Islam between 600CE-1450CE.
					___ I can identify and explain the basic principles of the Declaration of Independence and the Preamble to the Constitution.	___ I can describe how the United States and the Dakota and Ojibwa negotiated treaties.	___ I can describe the major political and military events of the Civil War and explain how economics and foreign and domestic politics affected the outcome of the war.	___ I can compare the approaches to exploration, expansion, and conquest by the European, Ottoman, and Chinese civilizations.
					___ I can describe the pros and cons of the Articles of Confederation and why it was replaced with the Constitution.	___ I can explain the consequences of treaties for the Ojibwa, Dakota, and settlers in the upper Mississippi River region.	___ I can explain the aftermath of the Civil War and its effects on Northern and Southern citizens, including free blacks, women and former slaveholders.	___ I can explain how technological and scientific advancements influenced global expansion and conquest.

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					___ I can explain how the Constitution and the Bill of Rights were developed and why they are different than the Articles of Confederation.	___ I can describe the process of how Minnesota became a territory and state.	___ I can describe the impact of the Industrial Revolution on the production, consumption and distribution of goods.	___ I can describe how changing ideas of individualism and human rights influenced the relationships between people and their governments.
						___ I can identify the key individuals and groups involved in making Minnesota a state.	___ I can explain the consequences of economic transformation on migration, immigration, politics, and public policy.	___ I can compare and contrast the French Revolution and the Latin American Revolutions.
						___ I can list the events that led to the civil war.	___ I can compare and contrast reform movements at the turn of the century.	___ I can explain the impact industrialization had on social classes and the distribution of wealth in society.
					___ I can explain how the debate over slavery and abolition played out in Minnesota.	___ I can describe the effects of segregation and racism, including the rise of "Jim Crow," and the relocation of American Indian tribes to reservations.	___ I can define militarism, Imperialism, Alliances, and Nationalism and explain how they contributed to the start of World War I.	
					___ I can identify key events and political and military people of the Civil War era in Minnesota.	___ I can explain the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world.	___ I can provide examples of how scientific breakthroughs and new technology have both benefited and endangered human society.	

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						___ I can describe the experiences of Minnesota soldiers and civilians during the Civil War.	___ I can identify the causes and conduct of World War I including nations involved, major political and military figures and key battles.	___ I can define globalization and describe ways in which people's lives are impacted by it.
						___ I can explain reasons for the U.S. - Dakota War of 1812.	___ I can explain the political impact of the war including formation of the League of Nations and renewed U.S. isolationism until World War II.	___ I can list characteristics and the results of nationalist movements in 19th century Europe and 20th century Asia and Africa.
						___ I can compare and contrast the perspectives of settlers and Dakota people before, during, and after the war.	___ I can identify the causes of the Great Depression and factors that led to an extended period of economic collapse at home and abroad.	___ I can compare the characteristics and results of nationalist movements in 19th century Europe and 20th century Asia and Africa.
						___ I can identify the three main industries that developed in Minnesota in the late 1800s.	___ I can Analyze the impact of the Great Depression and the New Deal on U.S. society, including ethnic and racial minorities.	
						___ I can describe the combination of natural resources, machines, and people that spurred the development of industry in Minnesota.	___ I can describe the international build-up and mobilization that led to World War II.	

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						___ I can identify the push/pull factors of migration and immigration to Minnesota.	___ I can identify major turning points of the war and compare the military campaigns in the European and Pacific theaters.	
						___ I can explain the impact of migration and immigration to Minnesota.	___ I can describe how the United States mobilized its economic and military resources during the war and describe the impact on domestic affairs.	
						___ I can describe the Progressive movement and explain its impact on Minnesota.	___ I can describe the economic boom and social transformation experienced by postwar United States.	
						___ I can describe the policy of allotment and establishment of boarding schools and there impact on the Ojibwa and Dakota people.	___ I can identify causes of the Cold War and explain the impact it had on U.S. domestic and international politics.	
						___ I can explain Minnesota's role in World War I and the differing views of Minnesotans during the war.	___ I can explain the involvement and role of the United States in global conflicts and acts of cooperation.	

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						___ I can identify what events combined to cause the Great Depression and describe its impact on Minnesota.	___ I can explain the changing role of women in society and the resulting social, economic and political impact.	
						___ I can describe the formation of labor unions in Minnesota and the political and social responses to them.	___ I can describe the role of the federal government in reshaping post-war society.	
						___ I can describe social, political, and cultural changes between WWI and WWII.	___ I can compare and contrast social movements and the different approaches to equality taken by social organizations of the last half of the 20th century.	
						___ I can define isolationism and why it was debated leading up to WWII.	___ I can describe the contributions of U.S. policies in ending the Cold War.	
						___ I can explain the contributions Minnesotans made during WWII.	___ I can explain the role of the United States in political struggles in the Middle East, Africa, Asia and Latin America.	
						___ I can describe the impact of WWII on the home front of Minnesota.	___ I can explain the changing relations between the United States and emerging economic powers.	

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						___ I can define the Cold War by explaining the economic and political elements it involved.	___ I can explain how new technologies have changed political, economic and social interactions.	
						___ I can explain the impact of the Cold War on Minnesota and its people.	___ I can identify recent regional, national and international demographic changes.	
						___ I can describe the Civil Rights Movement, the American Indian Movement, and the women's movement.		
						___ I can explain how the post WWII social movements affected Minnesota's political and cultural landscape.		
						___ I can describe the structure of Dakota and Ojibwa people today.		
						___ I can explain how sovereignty is applied today including how treaty rights are exercised today.		
						___ I can identify the push-pull factors that bring people to the state now and compare/contrast their experiences with those of earlier immigrant groups.		

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						<p>____ I can identify major political figures whose ideas have shaped the modern U.S. and Minnesota.</p>		