

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

<b>LANGUAGE ARTS</b>			
<b>STRAND</b>	<b>SUB-STRAND</b>	<b>STANDARD</b>	<b>BENCHMARKS</b>
<b>Reading &amp; Literature</b>	<b>A. Word Recognition, Analysis, and Fluency</b>	The student will read with accuracy and fluency.	<ol style="list-style-type: none"> <li>1. Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.</li> <li>2. Read narrative and expository text with fluency, accuracy and comprehension at an appropriate silent reading rate.</li> <li>3. Apply correct word pronunciation and inflection.</li> </ol>
	<b>B. Vocabulary Expansion</b>	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	<ol style="list-style-type: none"> <li>1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.</li> <li>2. Analyze word structure and use context clues to understand new words.</li> <li>3. Recognize and interpret words with multiple meanings.</li> <li>4. Recognize the influences of other languages on the English language.</li> <li>5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary and assist pronunciation.</li> <li>6. Identify and explain analogies, similes and metaphors.</li> <li>7. Determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.</li> </ol>
	<b>C. Comprehension</b>	The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.	<ol style="list-style-type: none"> <li>1. Comprehend, interpret and evaluate text by asking and answering questions.</li> <li>2. Recall and use prior learning and preview text to prepare for reading.</li> <li>3. Use knowledge of narrative and expository text structures and subject specific texts to summarize content.</li> <li>4. Make inferences and draw conclusions based on explicit and implied information from texts.</li> <li>5. Create outlines, logical notes and summaries across content areas.</li> <li>6. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension.</li> <li>7. Distinguish statements of fact from opinion and give examples from text.</li> <li>8. Critically read and evaluate to determine the author's purpose, point of view, audience and message.</li> <li>9. Follow written directions in technical reading.</li> <li>10. Scan a passage to determine relevant information and skim the text to locate specific information.</li> <li>11. Identify devices used in persuasive text.</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

STRAND	SUB-STRAND	STANDARD	BENCHMARKS
	<b>D. Literature</b>	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	<ol style="list-style-type: none"> <li>1. Read a variety of high-quality, traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries.</li> <li>2. Identify and analyze various genres and subgenres as forms with distinct characteristics and purposes.</li> <li>3. Identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme, and tone.</li> <li>4. Identify and analyze the effect of characters' traits on the plot and resolution of the conflict.</li> <li>5. Analyze how figurative language and literary devices contribute to the meaning of a text.</li> <li>6. Identify and discuss the effect of the speaker and recognize the difference between first and third person point of view.</li> <li>7. Relate a given literary work to historical events (place, time and custom).</li> <li>8. Explain how form and stylistic devices convey the meaning of a poem.</li> <li>9. Identify and understand recurring themes across literary works, citing evidence from the texts.</li> <li>10. Respond to literature using ideas and details from the text to support reactions and make literary connections.</li> <li>11. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</li> </ol>
<b>Writing</b>	<b>A. Types of Writing</b>	The student will create informative, expressive and persuasive writing.	<ol style="list-style-type: none"> <li>1. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. <i>By the end of grade 8, the student will have written in all of the forms listed.</i></li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

STRAND	SUB-STRAND	STANDARD	BENCHMARKS
Writing	<b>B. Elements of Composition</b>	The student will engage in a writing process, with attention to context, organization, focus, quality of ideas and a purpose.	<ol style="list-style-type: none"> <li>1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</li> <li>2. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.</li> <li>3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.</li> <li>4. Employ composing processes to develop writing, including:               <ol style="list-style-type: none"> <li>a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus</li> <li>b. drafting – organizing, supporting and putting ideas into sentences and paragraphs</li> <li>c. revising – improving the quality of content, organization, sentence structure and word choice</li> <li>d. editing – correcting errors in spelling and grammar</li> <li>e. publishing – producing a document and sharing the writing with the audience.</li> </ol> </li> <li>5. Consider the intended audience when composing text.</li> </ol>
	<b>C. Spelling, Grammar, and Usage</b>	The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i>	<ol style="list-style-type: none"> <li>1. Compose complete sentences when writing.</li> <li>2. Edit writing for correct spelling and sentence clarity.</li> <li>3. Apply grammar conventions correctly in writing, including:               <ol style="list-style-type: none"> <li>a. consistent verb tense</li> <li>b. subject and verb agreement with simple and compound subjects</li> <li>c. nominative, reflexive, objective, and possessive pronouns, pronoun/antecedent agreement</li> <li>d. subject and verb agreement when interrupted by a phrase.</li> </ol> </li> <li>4. Apply punctuation conventions correctly in writing, including:               <ol style="list-style-type: none"> <li>a. apostrophes</li> <li>b. semi-colon</li> <li>c. capitalization of proper nouns</li> <li>d. abbreviations</li> <li>e. sentence beginnings and first words in quotes</li> <li>f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses)</li> <li>g. quotation marks (to identify dialogue).</li> </ol> </li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

STRAND	SUB-STRAND	STANDARD	BENCHMARKS
	<b>D. Research</b>	The student will locate and use information in reference materials.	<ol style="list-style-type: none"> <li>1. Formulate questions and collect and assess relevant information to address these questions.</li> <li>2. Cite sources for quoted and paraphrased information in a bibliography when writing a research report.</li> <li>3. Gather and organize information from a variety of sources, including electronic and print.</li> <li>4. Define plagiarism, its consequences and avoid its use.</li> </ol>
	<b>E. Handwriting and Word Processing</b>	The student will write legibly and demonstrate effective keyboarding skills.	<ol style="list-style-type: none"> <li>1. Write legibly using cursive.</li> <li>2. Format word-processed documents to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.</li> </ol>
<b>Speaking, Listening and Viewing</b>	<b>A. Speaking and Listening</b>	Students will demonstrate understanding and communicate effectively through listening and speaking.	<ol style="list-style-type: none"> <li>1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.</li> <li>2. Know and apply listening rules for formal settings.</li> <li>3. Apply assessment criteria to self-evaluate oral presentations.</li> <li>4. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.</li> <li>5. Follow a speaker's presentation and represent it in notes.</li> <li>6. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</li> <li>7. Adjust delivery and language in oral presentations for the intended audiences and purposes.</li> <li>8. Perform expressive oral readings of prose, poetry or drama.</li> </ol>
	<b>C. Media Literacy</b>	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	<ol style="list-style-type: none"> <li>1. Identify distinctions in how information is presented in print and non-print materials.</li> <li>2. Evaluate the accuracy and credibility of information found on Internet sites.</li> <li>3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</li> <li>4. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

## MATH

Strand	Standard	No.	Benchmarks
<b>Number &amp; Operation</b>	Read, write, represent and compare positive and negative rational numbers, expressed as integers, fractions and decimals.	7.1.1.1	Know that every rational number can be written as the ratio of two integers or as a terminating or repeating decimal. Recognize that $\pi$ is not rational, but that it can be approximated by rational numbers such as $\frac{22}{7}$ and 3.14.
		7.1.1.2	Understand that division of two integers will always result in a rational number. Use this information to interpret the decimal result of a division problem when using a calculator.  <i>For example:</i> $\frac{125}{30}$ gives 4.16666667 on a calculator. This answer is not exact. The exact answer can be expressed as $4\frac{1}{6}$ , which is the same as $4.\overline{16}$ . The calculator expression does not guarantee that the 6 is repeated, but that possibility should be anticipated.
		7.1.1.3	Locate positive and negative rational numbers on a number line, understand the concept of opposites, and plot pairs of positive and negative rational numbers on a coordinate grid.
	Read, write, represent and compare positive and negative rational numbers, expressed as integers, fractions and decimals.	7.1.1.4	Compare positive and negative rational numbers expressed in various forms using the symbols $<$ , $>$ , $=$ , $\leq$ , $\geq$ .  <i>For example:</i> $-\frac{1}{2} < -0.36$ .
		7.1.1.5	Recognize and generate equivalent representations of positive and negative rational numbers, including equivalent fractions.  <i>For example:</i> $-\frac{40}{12} = -\frac{120}{36} = -\frac{10}{3} = -3.\overline{3}$ .
	Calculate with positive and negative rational numbers, and rational numbers with whole number exponents, to solve real-world and mathematical problems.	7.1.2.1	Add, subtract, multiply and divide positive and negative rational numbers that are integers, fractions and terminating decimals; use efficient and generalizable procedures, including standard algorithms; raise positive rational numbers to whole-number exponents.  <i>For example:</i> $3^4 \times \left(\frac{1}{2}\right)^2 = \frac{81}{4}$ .

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

		7.1.2.2	<p>Use real-world contexts and the inverse relationship between addition and subtraction to explain why the procedures of arithmetic with negative rational numbers make sense.</p> <p><i>For example:</i> Multiplying a distance by -1 can be thought of as representing that same distance in the opposite direction. Multiplying by -1 a second time reverses directions again, giving the distance in the original direction.</p>
		7.1.2.3	<p>Understand that calculators and other computing technologies often truncate or round numbers.</p> <p><i>For example:</i> A decimal that repeats or terminates after a large number of digits is truncated or rounded.</p>
		7.1.2.4	<p>Solve problems in various contexts involving calculations with positive and negative rational numbers and positive integer exponents, including computing simple and compound interest.</p>
		7.1.2.5	<p>Use proportional reasoning to solve problems involving ratios in various contexts.</p> <p><i>For example:</i> A recipe calls for milk, flour and sugar in a ratio of 4:6:3 (this is how recipes are often given in large institutions, such as hospitals). How much flour and milk would be needed with 1 cup of sugar?</p>
		7.1.2.6	<p>Demonstrate an understanding of the relationship between the absolute value of a rational number and distance on a number line. Use the symbol for absolute value.</p> <p><i>For example:</i> <math> -3 </math> represents the distance from <math>-3</math> to <math>0</math> on a number line or <math>3</math> units; the distance between <math>3</math> and <math>\frac{9}{2}</math> on the number line is <math> 3 - \frac{9}{2} </math> or <math>\frac{3}{2}</math>.</p>
<b>Algebra</b>	Understand the concept of proportionality in real-world and mathematical situations, and distinguish between proportional and other relationships.	7.2.1.1	<p>Understand that a relationship between two variables, <math>x</math> and <math>y</math>, is proportional if it can be expressed in the form <math>\frac{y}{x} = k</math> or <math>y = kx</math>. Distinguish proportional relationships from other relationships, including inversely proportional relationships (<math>xy = k</math> or <math>y = \frac{k}{x}</math>).</p> <p><i>For example:</i> The radius and circumference of a circle are proportional, whereas the length <math>x</math> and the width <math>y</math> of a rectangle with area <math>12</math> are inversely proportional, since <math>xy = 12</math> or equivalently, <math>y = \frac{12}{x}</math>.</p>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	<p>Recognize proportional relationships in real-world and mathematical situations; represent these and other relationships with tables, verbal descriptions, symbols and graphs; solve problems involving proportional relationships and explain results in the original context.</p>	7.2.1.2	<p>Understand that the graph of a proportional relationship is a line through the origin whose slope is the unit rate (constant of proportionality). Know how to use graphing technology to examine what happens to a line when the unit rate is changed.</p>
		7.2.2.1	<p>Represent proportional relationships with tables, verbal descriptions, symbols, equations and graphs; translate from one representation to another. Determine the unit rate (constant of proportionality or slope) given any of these representations.</p> <p><i>For example:</i> Larry drives 114 miles and uses 5 gallons of gasoline. Sue drives 300 miles and uses 11.5 gallons of gasoline. Use equations and graphs to compare fuel efficiency and to determine the costs of various trips.</p>
		7.2.2.2	<p>Solve multi-step problems involving proportional relationships in numerous contexts.</p> <p><i>For example:</i> Distance-time, percent increase or decrease, discounts, tips, unit pricing, lengths in similar geometric figures, and unit conversion when a conversion factor is given, including conversion between different measurement systems.</p> <p><i>Another example:</i> How many kilometers are there in 26.2 miles?</p>
		7.2.2.3	<p>Use knowledge of proportions to assess the reasonableness of solutions.</p> <p><i>For example:</i> Recognize that it would be unreasonable for a cashier to request \$200 if you purchase a \$225 item at 25% off.</p>
		7.2.2.4	<p>Represent real-world or mathematical situations using equations and inequalities involving variables and positive and negative rational numbers.</p> <p><i>For example:</i> "Four-fifths is three greater than the opposite of a number" can be represented as <math>\frac{4}{5} = -n + 3</math>, and "height no bigger than half the radius" can be represented as <math>h \leq \frac{r}{2}</math>.</p> <p><i>Another example:</i> "x is at least -3 and less than 5" can be represented as <math>-3 \leq x &lt; 5</math>, and also on a number line.</p>
	<p>Apply understanding of order of operations and algebraic properties to generate equivalent numerical and algebraic expressions containing positive and negative rational numbers and grouping symbols; evaluate such expressions.</p>	7.2.3.1	<p>Use properties of algebra to generate equivalent numerical and algebraic expressions containing rational numbers, grouping symbols and whole number exponents. Properties of algebra include associative, commutative and distributive laws.</p> <p><i>For example:</i> Combine like terms (use the distributive law) to write <math>3x - 7x + 1 = (3 - 7)x + 1 = -4x + 1</math>.</p>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

		7.2.3.2	Evaluate algebraic expressions containing rational numbers and whole number exponents at specified values of their variables.  <i>For example:</i> Evaluate the expression $\frac{1}{3}(2x-5)^2$ at $x = 5$ .
		7.2.3.3	Apply understanding of order of operations and grouping symbols when using calculators and other technologies.  <i>For example:</i> Recognize the conventions of using a caret (^ raise to a power) and asterisk (* multiply); pay careful attention to the use of nested parentheses.
	Represent real-world and mathematical situations using equations with variables. Solve equations symbolically, using the properties of equality. Also solve equations graphically and numerically. Interpret solutions in the original context.	7.2.4.1	Represent relationships in various contexts with equations involving variables and positive and negative rational numbers. Use the properties of equality to solve for the value of a variable. Interpret the solution in the original context.  <i>For example:</i> Solve for $w$ in the equation $P = 2w + 2\ell$ when $P = 3.5$ and $\ell = 0.4$ .  <i>Another example:</i> To post an Internet website, Mary must pay \$300 for initial set up and a monthly fee of \$12. She has \$842 in savings, how long can she sustain her website?
		7.2.4.2	Solve equations resulting from proportional relationships in various contexts.  <i>For example:</i> Given the side lengths of one triangle and one side length of a second triangle that is similar to the first, find the remaining side lengths of the second triangle.  <i>Another example:</i> Determine the price of 12 yards of ribbon if 5 yards of ribbon cost \$1.85.
<b>Geometry &amp; Measurement</b>	Use reasoning with proportions and ratios to determine measurements, justify formulas and solve real-world and mathematical problems involving circles and related geometric figures.	7.3.1.1	Demonstrate an understanding of the proportional relationship between the diameter and circumference of a circle and that the unit rate (constant of proportionality) is $\pi$ . Calculate the circumference and area of circles and sectors of circles to solve problems in various contexts.
		7.3.1.2	Calculate the volume and surface area of cylinders and justify the formulas used.  <i>For example:</i> Justify the formula for the surface area of a cylinder by decomposing the surface into two circles and a rectangle.

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	Analyze the effect of change of scale, translations and reflections on the attributes of two-dimensional figures.	7.3.2.1	Describe the properties of similarity, compare geometric figures for similarity, and determine scale factors.  <i>For example:</i> Corresponding angles in similar geometric figures have the same measure.
		7.3.2.2	Apply scale factors, length ratios and area ratios to determine side lengths and areas of similar geometric figures.  <i>For example:</i> If two similar rectangles have heights of 3 and 5, and the first rectangle has a base of length 7, the base of the second rectangle has length $\frac{35}{3}$ .
		7.3.2.3	Use proportions and ratios to solve problems involving scale drawings and conversions of measurement units.  <i>For example:</i> 1 square foot equals 144 square inches. <i>Another example:</i> In a map where 1 inch represents 50 miles, $\frac{1}{2}$ inch represents 25 miles.
		7.3.2.4	Graph and describe translations and reflections of figures on a coordinate grid and determine the coordinates of the vertices of the figure after the transformation.  <i>For example:</i> The point (1, 2) moves to (-1, 2) after reflection about the $y$ -axis.
<b>Data Analysis &amp; Probability</b>	Use mean, median and range to draw conclusions about data and make predictions.	7.4.1.1	Design simple experiments and collect data. Determine mean, median and range for quantitative data and from data represented in a display. Use these quantities to draw conclusions about the data, compare different data sets, and make predictions.  <i>For example:</i> By looking at data from the past, Sandy calculated that the mean gas mileage for her car was 28 miles per gallon. She expects to travel 400 miles during the next week. Predict the approximate number of gallons that she will use.
		7.4.1.2	Describe the impact that inserting or deleting a data point has on the mean and the median of a data set. Know how to create data displays using a spreadsheet to examine this impact.  <i>For example:</i> How does dropping the lowest test score affect a student's mean test score?
	Display and interpret data in a variety of ways, including circle graphs and histograms.	7.4.2.1	Use reasoning with proportions to display and interpret data in circle graphs (pie charts) and histograms. Choose the appropriate data display and know how to create the display using a spreadsheet or other graphing technology.

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	<p>Calculate probabilities and reason about probabilities using proportions to solve real-world and mathematical problems.</p>	7.4.3.1	<p>Use random numbers generated by a calculator or a spreadsheet or taken from a table to simulate situations involving randomness, make a histogram to display the results, and compare the results to known probabilities.</p> <p><i>For example:</i> Use a spreadsheet function such as RANDBETWEEN(1, 10) to generate random whole numbers from 1 to 10, and display the results in a histogram.</p>
		7.4.3.2	<p>Calculate probability as a fraction of sample space or as a fraction of area. Express probabilities as percents, decimals and fractions.</p> <p><i>For example:</i> Determine probabilities for different outcomes in game spinners by finding fractions of the area of the spinner.</p>
		7.4.3.3	<p>Use proportional reasoning to draw conclusions about and predict relative frequencies of outcomes based on probabilities.</p> <p><i>For example:</i> When rolling a number cube 600 times, one would predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

## SCIENCE

Strand	Sub-Strand	Standard	No.	Benchmarks
<b>The Nature of Science and Engineering</b>	<b>1. The Practice of Science</b>	1. Science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument and skeptical review.	7.1.1.1.1	Understand that prior expectations can create bias when conducting scientific investigations. <i>For example:</i> Students often continue to think that air is not matter, even though they have contrary evidence from investigations.
			7.1.1.1.2	Understand that when similar investigations give different results, the challenge is to judge whether the differences are significant, and if further studies are required. <i>For example:</i> Use mean and range to analyze the reliability of experimental results.
		2. Scientific inquiry uses multiple interrelated processes to investigate questions and propose explanations about the natural world.	7.1.1.2.1	Generate and refine a variety of scientific questions and match them with appropriate methods of investigation, such as field studies, controlled experiments, reviews of existing work and development of models.
			7.1.1.2.2	Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables, ensuring that one variable is systematically manipulated, the other is measured and recorded, and any other variables are kept the same (controlled). <i>For example:</i> The effect of various factors on the production of carbon dioxide by plants.
	7.1.1.2.3		Generate a scientific conclusion from an investigation, clearly distinguishing between results (evidence) and conclusions (explanation).	
	7.1.1.2.4		Evaluate explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, and suggesting alternative explanations.	
	<b>3. Interactions Among Science, Technology, Engineering, Mathematics and Society</b>	4. Current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.	7.1.3.4.1	Use maps, satellite images and other data sets to describe patterns and make predictions about natural systems in a life science context. <i>For example:</i> Use online data sets to compare wildlife populations or water quality in regions of Minnesota.
			7.1.3.4.2	Determine and use appropriate safety procedures, tools, measurements, graphs and mathematical analyses to describe and investigate natural and designed systems in a life science context.

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	No.	Benchmarks
<b>Physical Science</b>	<b>1. Matter</b>	1. The idea that matter is made up of atoms and molecules provides the basis for understanding the properties of matter.	7.2.1.1.1	Recognize that all substances are composed of one or more of approximately one hundred elements and that the periodic table organizes the elements into groups with similar properties.
			7.2.1.1.2	Describe the differences between elements and compounds in terms of atoms and molecules.
			7.2.1.1.3	Recognize that a chemical equation describes a reaction where pure substances change to produce one or more pure substances whose properties are different from the original substance(s).
<b>Life Science</b>	<b>1. Structure and Function in Living Systems</b>	1. Tissues, organs and organ systems are composed of cells and function to serve the needs of all cells for food, air and waste removal.	7.4.1.1.1	Recognize that all cells do not look alike and that specialized cells in multicellular organisms are organized into tissues and organs that perform specialized functions.  <i>For example:</i> Nerve cells and skin cells do not look the same because they are part of different organs and have different functions.
			7.4.1.1.2	Describe how the organs in the respiratory, circulatory, digestive, nervous, skin and urinary systems interact to serve the needs of vertebrate organisms.
		2. All living organisms are composed of one or more cells which carry on the many functions needed to sustain life.	7.4.1.2.1	Recognize that cells carry out life functions, and that these functions are carried out in a similar way in all organisms, including animals, plants, fungi, bacteria and protists.
			7.4.1.2.2	Recognize that cells repeatedly divide to make more cells for growth and repair.
			7.4.1.2.3	Use the presence of the cell wall and chloroplasts to distinguish between plant and animal cells.  <i>For example:</i> Compare microscopic views of plant cells and animal cells.
		<b>2. Interdependence Among Living Systems</b>	1. Natural systems include a variety of organisms that interact with one another in several ways.	7.4.2.1.1
	7.4.2.1.2			Compare and contrast predator/prey, parasite/host and producer/consumer/decomposer relationships.
	7.4.2.1.3			Explain how the number of populations an ecosystem can support depends on the biotic resources available as well as abiotic factors such as amount of light and water, temperature range and soil composition.

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

		2. The flow of energy and the recycling of matter are essential to a stable ecosystem.	7.4.2.2.1	Recognize that producers use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.		
			7.4.2.2.2	Describe the roles and relationships among producers, consumers and decomposers in changing energy from one form to another in a food web within an ecosystem.		
			7.4.2.2.3	Explain that the total amount of matter in an ecosystem remains the same as it is transferred between organisms and their physical environment, even though its form and location change.  <i>For example:</i> Construct a food web to trace the flow of matter in an ecosystem.		
<b>Life Science</b>	<b>3. Evolution in Living Systems</b>	1. Reproduction is a characteristic of all organisms and is essential for the continuation of a species. Hereditary information is contained in genes which are inherited through asexual or sexual reproduction.	7.4.3.1.1	Recognize that cells contain genes and that each gene carries a single unit of information that either alone, or with other genes, determines the inherited traits of an organism.		
			7.4.3.1.2	Recognize that in asexually reproducing organisms all the genes come from a single parent, and that in sexually reproducing organisms about half of the genes come from each parent.		
			7.4.3.1.3	Distinguish between characteristics of organisms that are inherited and those acquired through environmental influences.		
				2. Individual organisms with certain traits in particular environments are more likely than others to survive and have offspring.	7.4.3.2.1	Explain how the fossil record documents the appearance, diversification and extinction of many life forms.
		7.4.3.2.2	Use internal and external anatomical structures to compare and infer relationships between living organisms as well as those in the fossil record.			
		7.4.3.2.3	Recognize that variation exists in every population and describe how a variation can help or hinder an organism's ability to survive.			
		7.4.3.2.4	Recognize that extinction is a common event and it can occur when the environment changes and a population's ability to adapt is insufficient to allow its survival.			

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	<b>4. Human Interactions with Living Systems</b>	1. Human activity can change living organisms and ecosystems.	7.4.4.1.1	Describe examples where selective breeding has resulted in new varieties of cultivated plants and particular traits in domesticated animals.
			7.4.4.1.2	Describe ways that human activities can change the populations and communities in an ecosystem.
<b>Life Science</b>		2. Human beings are constantly interacting with other organisms that cause disease.	7.4.4.2.1	Explain how viruses, bacteria, fungi and parasites may infect the human body and interfere with normal body functions.
			7.4.4.2.2	Recognize that a microorganism can cause specific diseases and that there are a variety of medicines available that can be used to combat a given microorganism.
			7.4.4.2.3	Recognize that vaccines induce the body to build immunity to a disease without actually causing the disease itself.
			7.4.4.2.4	Recognize that the human immune system protects against microscopic organisms and foreign substances that enter from outside the body and against some cancer cells that arise from within.

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

## SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>U.S. History</b>	<b>A. Pre-history through 1607</b>	The student will understand that large and diverse American Indian nations were the original inhabitants of North America.	1. Students will compare ways of life of Indian Nations from different regions of North America.	1. Iroquois, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama
	<b>B. Pre-history through 1607</b>	The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations.	1. Students will identify key European explorers and how their voyages led to the establishment of colonies. 2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.	1. Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith 2. Trading relationships, wampum, smallpox
	<b>C. Colonization and Conflict, 1607-1780s</b>	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America. 2. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact. 3. Students will identify the differences and tensions between the English colonies and American Indian tribes. 4. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.	1. Religious persecution in Europe, economic opportunity, missions 2. Plantation agriculture, maritime industries (whaling, shipping, fishing, ship building), family farming, animal husbandry 3. Pequot War, French and Indian War
	<b>D. Political Unrest and the American Revolution 1763- mid-1791</b>	The student will demonstrate an understanding of the causes and course of the American Revolution.	1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain. 2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths. 3. Students will analyze the roles of key individuals and political leaders in the	1. The Proclamation of 1763, the Stamp Act, the Boston Tea Party, the Intolerable Acts 3. Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, John Hancock, Nathan Hale 4. Differences in warfare style, the Committees of Correspondence, the

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

			American Revolution. 4. Students will know and understand key factors and events contributing to the defeat of the British.	Battles of Trenton, Saratoga, Yorktown
		The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.	1. Students will know and understand basic principles of the new government established by the Constitution of the United States. 2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.	1. Separation of powers, three branches of government, checks and balances 2. Interstate commerce, Shay's Rebellion, 3/5 Compromise, Bill of Rights
	<b>E. Growth and Westward Expansion, 1801-1861</b>	The student will demonstrate knowledge of western expansion, conflict, and reform in America.	1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations. 2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.	1. The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families 2. The reaper, the steam locomotive, construction of canals, "King Cotton" and the expansion of slavery
<b>U.S. History</b>	<b>F. Civil War and Reconstruction, 1850s-1870s</b>	The student will demonstrate knowledge of the causes of the Civil War.	1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises. 2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.	1. Harper's Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party, Harriet Beecher Stowe
		The student will demonstrate knowledge of major events and people of the Civil War.	1. Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg. 2. Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.	1. William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee 2. 13 <sup>th</sup> Amendment, Reconstruction

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	<p><b>G. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b></p>	<p>The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p>	<ol style="list-style-type: none"> <li>1. Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.</li> <li>2. Students will identify and explain racial segregation and racism, including the rise of “Jim Crow,” the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.</li> <li>3. Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America.</li> <li>4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations</li> <li>2. The growth of ethnic stereotyping, American Indian boarding schools, Wounded Knee, Chinese exclusion, <i>Plessy v. Ferguson</i></li> <li>3. Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, The Grange</li> <li>4. Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU</li> </ol>
<p><b>U.S. History</b></p>	<p><b>H. World Wars and the Emergence of Modern America, 1900-1930s</b></p>	<p>The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.</p>	<ol style="list-style-type: none"> <li>1. Students will know and understand the reasons for the Spanish-American War and its resulting impact.</li> <li>2. Students will know and understand the United States’ actions in the Pacific, and resulting international reactions.</li> <li>3. Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Battle of Manila Bay, the annexation of the Philippines, and the rise of the U.S. as a world power</li> <li>2. Panama Canal, the annexation of Hawaii, Boxer Rebellion, the Russo-Japanese War, and the guerilla war in the Philippines, “Banana Wars”</li> <li>3. Tuskegee Institute, establishment of the NAACP, Ida B. Wells</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

		The student will understand World War I, its causes and effects.	<ol style="list-style-type: none"> <li>1. Students will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I.</li> <li>2. Students will explain Wilson's 14 Points and United States' isolationism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania, Germany's breaking of the Sussex Pledge</li> <li>2. U.S. non-participation in the League of Nations and the failure of League, post-war disillusionment</li> </ol>
<b>U.S. History</b>	<b>I. A World at War, 1930s-1945</b>	The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.	<ol style="list-style-type: none"> <li>1. Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal.</li> <li>2. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor.</li> <li>3. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.</li> <li>4. Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and "Rosie the Riveter."</li> </ol>	<ol style="list-style-type: none"> <li>1. Smoot-Hawley tariff, overheated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls, WPA, CCC, role of Franklin Roosevelt</li> <li>2. Trade restrictions on Japan, economic impacts of the Great Depression</li> <li>3. Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge</li> <li>4. Port Chicago, Detroit race riots, women's military involvement (WAVEs and WACs), conversion to wartime economy</li> </ol>
	<b>J. Post WWII Era, 1945-1980</b>	The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.	<ol style="list-style-type: none"> <li>1. Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan.</li> <li>2. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.</li> <li>3. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis.</li> <li>4. Students will explain the changing patterns of</li> </ol>	<ol style="list-style-type: none"> <li>1. Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO), MacArthur</li> <li>2. Development of nuclear weapons, Dumbarton Oaks Conference</li> <li>3. The presidencies of Eisenhower, Kennedy, Johnson, and Nixon</li> <li>4. Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez; the New Frontier, the NAACP, the Great Society, United Farm Workers' Movement, the women's and civil rights movements</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

			<p>society, expanded educational and economic opportunities for military veterans, women, and minorities.</p> <p>5. Students will identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i>.</p>	5. Gideon, Miranda
	<b>K. Contemporary America, 1980-present</b>	The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.	<p>1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.</p> <p>2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.</p>	<p>1. U.S. support of dissident and anti-communist movements in Central and Eastern Europe, NATO</p> <p>2. New clashes of economic, political and religious worldviews</p>
<b>Minnesota History</b>	<b>A. Pre-Contact to 1650</b>	The student will demonstrate knowledge of Minnesota's indigenous peoples.	<p>1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.</p> <p>2. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.</p>	<p>1. Paleo-Indian, Eastern Archaic, Woodland, Mississippian cultures</p> <p>2. Seasonal and semi-nomadic lifestyles, concepts of time, woodland vs. plains culture, Ojibwe migration, historical controversy about Kathio battle, role of oral history, myths and traditions</p>
	<b>B. Contact and Fur Trade 1600-1810</b>	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.	<p>1. Students will describe how early explorers and fur traders affected the development of Minnesota.</p> <p>2. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</p>	<p>1. Establishment of fur trade posts, military forts, religious missions; explorers Jean Nicolet, Sieur de Radisson, Sieur de Luth, Louis Jolliet, Father Jacques Marquette, Father Louis Hennepin, Pierre Charles Le Seur, Zebulon Pike, John Sayer, Henry Sibley, George Bonga</p> <p>2. Exchange of goods in the fur trade; role of women in the fur trade; impact of early missionaries on Dakota and Ojibwe; economic impact of fur trade in Europe; impact of wars and treaties on control of the fur trade</p>
	<b>C. Early Settlement and Statehood 1810-1860</b>	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 <sup>th</sup> century and the changes the new	<p>1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.</p> <p>2. Students will describe the process of Minnesota's becoming a territory and then a state.</p>	1. Arrival of early immigrants, Josiah Snelling, Henry Sibley, Alexander Ramsey, Harriet Bishop, James Goodhue, early agriculture, rise of timber industry, importance of rivers and steamboats, coming of the railroad, missionaries

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	Minnesotans brought with them.	3. Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.	2. Northwest Ordinance of 1787, establishment of Minnesota Territory in 1849, Minnesota statehood in 1858, adoption of state constitution 3. Legal status of treaties as “supreme law of the land;” major treaties with the Dakota and Ojibwe (especially those in 1805, 1837, 1851, 1858); Lawrence Taliaferro and the Indian Agency at Fort Snelling; Inkpaduta’s raid
<b>D. Civil War and Dakota War 1860-1864</b>	The student will know and understand Minnesota’s role in the Civil War and the impact of the Dakota War of 1862.	1. Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes. 2. Students will describe Minnesota’s role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment. 3. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.	1. Dred and Harriet Scott, Eliza Winston, Jane Grey Swisshelm, Republican Party; First Minnesota Regiment; soldier’s aid societies 2. Battle at Gettysburg, Battle of Missionary Ridge, 3. Settlement of treaty lands, Christianized Dakota, role of traders, government agents, and missionaries, Battle of New Ulm, hangings at Mankato, Dakota encampment at Fort Snelling, Bishop Henry Whipple, Little Crow, Big Eagle, Dakota diaspora
<b>E. Industrial Era 1865-1914</b>	The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture). 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape. 3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.	1. Charles Pillsbury, James J. Hill, Frederick Weyerhauser, the Merritt Brothers, Henry Oliver, Laura Ingalls Wilder, Oliver Kelley, Bonanza Farms, Homestead Act, middlings purifier, harnessing St. Anthony falls, railroads, foreign immigration, mechanized agriculture, allotment of American Indian land; lumberjacks, mill workers, farmers, Hinckley fire; forestry reform; early labor unions, logging dams, damage to wild rice beds, movement of American Indians to cities 2. Lives of lumberjacks, mill workers, and farmers; growth of industry in Minneapolis and St. Paul; Hinckley fire and forestry reform; early labor unions, logging dams and damage to wild rice beds, movement

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

				<p>of American Indians to cities</p> <p>3. Public health, women’s suffrage, allotment of American Indian lands, Indian boarding schools, missionaries, Amanda Lyles, Eva McDonald Valesh, Clara Ueland, Gov. Samuel Van Sant, C.C. Andrews, rise of the Farmer-Labor Party</p>
<b>Minnesota History</b>	<b>F. World Wars I and II, and the Interwar period, 1914-1945</b>	The student will know and understand the impact on Minnesota of World War I and World War II, as well as, the social and economic changes of the 1920s and the 1930s.	<ol style="list-style-type: none"> <li>1. Students will understand the issues that Minnesotans faced during World War I and how they responded to them.</li> <li>2. Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.</li> <li>3. Students will describe Minnesota’s contributions to World War II and analyze the impact of the war on Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attitudes of German-Americans, Gov. J.A. Burnquist, Louis A. Fritsche, Minnesota Commission of Public Safety, Minnesota soldiers in France, women &amp; home front</li> <li>2. Charles Lindbergh, F. Scott Fitzgerald, Sinclair Lewis, Andrew Volstead, Prohibition, John Dillinger, Frank B. Kellogg, Gov. Floyd B. Olson, Gov. Harold E. Stassen, Indian Citizenship Act of 1924, Indian Civilian Conservation Corps, Farm Holiday Association, 1934 Minneapolis Coal Truckers’ Strike</li> <li>3. Wartime industries, supporting the home front, Minnesota soldiers, Fort Snelling language school, P.O.W. camps, internment of conscientious objectors in Sandstone prison</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	<p><b>G. Post-World War II to the Present</b></p>	<p>The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20<sup>th</sup> century through the present, and analyze the impact of those changes.</p>	<ol style="list-style-type: none"> <li>1. Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.</li> <li>2. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.</li> <li>3. Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.</li> <li>4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cold War, Civil Right's Movement, Women's Movement, American Indian Movement, Coya G. Knutson, Mayo Clinic, Warren Burger, Harry A. Blackmun, Eugene McCarthy, Hubert H. Humphrey, Walter Mondale, Rosalie E. Wahl, Marge Anderson, Roy Wilkins, Cap Wigington, Dennis Banks, Sigurd F. Olson, Nellie Stone Johnson, Minnesota artists, reaffirmation of sovereign treaty rights for the Dakota and Ojibwe</li> <li>2. Hispanic, African and Southeast Asian immigrants, growth of suburbs, rural population loss</li> <li>3. Comparisons of ethnic, religious, and cultural heritage role of Minnesota industries in national and world trade, Minnesota as a tourist destination, recognizing the role of the past in shaping the future</li> <li>4. Taconite mining, Boundary Water Canoe Area Wilderness, Southdale Mall, consolidation of agriculture, wind farming</li> </ol>
	<p><b>A. Beginnings of Human Society</b></p>	<p>The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.</p>	<ol style="list-style-type: none"> <li>1. Students will describe the migration of people from Africa to other world regions.</li> <li>2. Students will describe the development of agriculture and its effect on human communities.</li> <li>3. Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.</li> <li>4. Students will describe significant historical achievements of various cultures of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade</li> <li>2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia</li> <li>3. Origin stories, legends, myths, stories of heroism, folk tales</li> <li>4. Invention of the wheel, agriculture, iron tools, governmental structures, city-building, art and architecture, writing, textile production</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>World History</b>	<b>B. Classical Civilizations and World Religions 1000 BC - 600 AD</b>	The student will describe classical civilizations in Africa, Asia, and Mesoamerica.	<ol style="list-style-type: none"> <li>1. Students will describe the emergence of states in Sub-Saharan Africa and explains how iron working diffused in Africa.</li> <li>2. Students will describe how the Chinese Empire was united.</li> <li>3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.</li> <li>4. Students will describe and compare major religious systems and practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mwenemutapa, Ghana, Mali, Songhae, family ties, matrilineal descent, Kush, King Ezana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe</li> <li>2. Warring States Period, dynasties of Zhou, Qin and Han (including Han consolidation of empire), Wudi, Qin Shi Huangdi, Yamato, Confucious, Confucism, Laozi, Daoism, Great Wall</li> <li>3. Mesoamerican civilization of Olmec, Teotihuacan, and Maya, including the domestication of maize, calendar, glyphic writing, sculpture, and monumental building</li> <li>4. Judaic monotheism, Greek and Roman religions, early Christianity, the origins of Buddhism; Hinduism</li> </ol>
	<b>C. Classical Civilizations and World Religions 1000 BC - 600 AD</b>	The student will describe classical civilizations in Europe and the West.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.</li> <li>2. Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Architecture, sculpture, myths, dramas; free/slave labor; Greek democracy; religion and mythology</li> <li>2. Architecture, sculpture, myths, free/slave labor; Roman Republic; religion and mythology</li> </ol>
	<b>D. World Civilizations, Expansions of Cultural, Commercial an Political Contacts, 600 AD - 1500 AD</b>	The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.	<ol style="list-style-type: none"> <li>1. Students will analyze the spread of Islamic civilization to western Europe, India and Africa.</li> <li>2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.</li> <li>3. Students will describe the formation of states in sub-Saharan Africa and the Americas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Islamic law, family life, government, architecture, science</li> <li>2. Buddhism and Confucianism, Chinese conquest of Vietnam; relations between China and Japan, China and Indian Ocean exploration</li> <li>3. Ethiopia, Ghana, Zimbabwe, Mali, Benin; Swahili towns, Aztec Empire, Anasazi, Pueblos, Mayans, Incas</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>World History</b>	<b>E. Western Civilizations, Renaissance and Reformation 1000 AD - 1700 AD</b>	The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the Renaissance in Europe.</li> <li>2. Students will demonstrate knowledge of the age of exploration.</li> <li>3. Students will demonstrate knowledge of the Reformation including important figures of the era.</li> <li>4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17<sup>th</sup> Century, including the Enlightenment.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Rebirth" of ideas from ancient Greece and Rome, Erasmus, Leonardo da Vinci, Michelangelo, Francis Bacon</li> <li>2. Trade, the growth of empires and competition between nations, explorers from Northern Europe and Southern Europe, the roles of Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam, and indigenous religious traditions</li> <li>3. Martin Luther, Pope Leo X, John Calvin, Henry VIII, Loyola</li> <li>4. Galileo Newton, Louis XIV, Peter the Great, Locke, Voltaire, Rousseau, Adam Smith</li> </ol>
	<b>F. World Civilizations, Toward a Global Culture, 1500 - 1770 AD</b>	The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	<ol style="list-style-type: none"> <li>1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.</li> <li>2. Students will describe early European explorations, settlements, and empires.</li> <li>3. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.</li> <li>4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.</li> <li>5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trade routes; products such as spices, silk, gold</li> <li>2. Portuguese, Dutch, Spanish; responses of Ottomans, Indians, Chinese, Japanese, Vietnamese, and indigenous groups in the Americas and Africa to European presence in Indian Ocean and Americas</li> <li>3. Zheng He voyages, invasion of Mongolia, annexation of Annam, maritime prohibition</li> <li>4. West African states, Atlantic slave trade, opposition to slave trade</li> <li>5. Slavery, indentured servitude, over population, colonial settler movements, voluntary migration</li> </ol>
	<b>G. Western Civilizations, Age of Revolution and Reaction, 1640-1920 AD</b>	The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.	<ol style="list-style-type: none"> <li>1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Imperialism, mercantile economies; policies in Africa, Asia, America; social consequences, slave trade</li> </ol>
<b>Historical Skills</b>	<b>A. Concepts of Time</b>	The student will acquire skills of chronological thinking.	<ol style="list-style-type: none"> <li>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.</li> </ol>	Timelines, graphic representations of historical narratives

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

	<b>B. Historical Resources</b>	The student will begin to use historical resources.	<ol style="list-style-type: none"> <li>1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.</li> <li>2. Students will assess the credibility and determine appropriate use of different sorts of sources.</li> <li>3. Students will investigate the ways historians learn about the past if there are no written records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics</li> <li>2. Popular press (newspapers, magazines), eyewitness accounts, diaries, literature, mythology, interviews, photographs, government documents, scholarly publications, web resources</li> <li>3. Archeological and geological evidence, art, architecture, oral traditions, mythology</li> </ol>
	<b>C. Historical Inquiry</b>	The student will apply research skills by investigating a topic in U.S. history.	<ol style="list-style-type: none"> <li>1. Students will define a research topic that can be studied using a variety of historical sources.</li> <li>2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</li> <li>3. Students will develop strategies to find, collect, and organize historical research.</li> </ol>	
		The student will analyze historical evidence and draw conclusions.	<ol style="list-style-type: none"> <li>1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.</li> <li>2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.</li> <li>3. Students will understand the concepts of historical context and multiple causation.</li> <li>4. Students will create a timeline that illustrates the relationship of their topic to other historic events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conflicting British and American views of the "Boston Massacre"</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Historical Skills</b>	<b>C. Historical Inquiry</b>	The student will present and explain the findings of a research project.	<ol style="list-style-type: none"> <li>1. Students will analyze how historians present their work in multiple formats.</li> <li>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</li> <li>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</li> <li>4. Students will learn how to cite sources and to document their research in the form of a bibliography.</li> <li>5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.</li> </ol>	<ol style="list-style-type: none"> <li>1. Papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media</li> </ol>
<b>Geography</b>	<b>A. Concepts of Location</b>	The student will identify and locate major physical and cultural features that played an important role in the history of the United States.	<ol style="list-style-type: none"> <li>1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.</li> <li>2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia</li> <li>2. Ireland, Germany, China</li> </ol>
		The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Lakes, Mississippi River, pine forests, iron ranges, St. Anthony Falls, prairies and hardwood forests</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

		<p>The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.</p>	<ol style="list-style-type: none"> <li>1. Students will locate on a map or globe the major empires of the late 19<sup>th</sup> Century and their largest overseas territories.</li> <li>2. Students will locate the major source countries for immigration to the United States during the years 1877-1916.</li> <li>3. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.</li> </ol>	<ol style="list-style-type: none"> <li>1. England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal</li> <li>2. Italy, Poland, Austro-Hungarian Empire</li> <li>3. Rectangular survey in Midwest, long lots, metes and bounds in former colonies</li> </ol>
	<p><b>B. Maps and Globes</b></p>	<p>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</p>	<ol style="list-style-type: none"> <li>1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.</li> <li>2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.</li> <li>3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</li> <li>4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude</li> <li>3. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</li> <li>4. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</li> </ol>
		<p>The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.</p>	<ol style="list-style-type: none"> <li>1. Students will create a variety of maps to scale.</li> <li>2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.</li> </ol>	<ol style="list-style-type: none"> <li>1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups)</li> <li>2. Evaluate maps in print media that depict events in other parts of the world</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Geography</b>	<b>C. Physical Features and Processes</b>	The student will use basic terminology describing basic physical and cultural features of continents studied.	<ol style="list-style-type: none"> <li>1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.</li> <li>2. Students will describe and locate major physical features in their local community and analyze their impact on the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mountain systems, river basin, deserts, plains</li> <li>2. Rivers, bluffs, lakes, forests, farm land</li> </ol>
		The student will identify and locate geographic features associated with the development of the United States.	<ol style="list-style-type: none"> <li>1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.</li> </ol>	Mohawk Depression, Ohio River, Appalachian Mountains, California gold fields
		The student will identify and locate geographic features associated with the development of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.</li> <li>2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.</li> <li>3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19<sup>th</sup> Century.</li> <li>4. Students will identify physical features that either hindered or promoted the industrialization of the state.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eastern and southern states, mountain states</li> <li>2. Wild rice beds, long grass prairie, rivers, forests</li> <li>3. Great Lakes, river systems, confluence of Mississippi and Minnesota Rivers</li> <li>4. Mississippi river system, Red River Valley, forests and prairies, Falls of St. Anthony, smaller water power sites, Iron Range, pine forests</li> </ol>
		The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.	<ol style="list-style-type: none"> <li>1. Students will describe the major physical features of the United States and the regions of the world they study.</li> <li>2. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.</li> <li>3. Students will describe patterns of vegetation and landforms in the United States and around the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Plains, Sahara, Amazon Basin</li> <li>2. Topographic patterns, tectonic and erosion cycles</li> <li>3. Grassland, rain forest, Taiga</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Geography</b>	<b>C. Physical Features and Processes</b>	The student will give examples of physical systems and describe their role in shaping life on Earth.	<ol style="list-style-type: none"> <li>1. Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.</li> <li>2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monsoons, El Nino</li> <li>2. Flood plains, earthquake zones, hurricanes</li> </ol>
	<b>D. Inter-connections</b>	The student will give examples that demonstrate how people are connected to each other and the environment.	<ol style="list-style-type: none"> <li>1. Students will identify factors that drew people to their local communities.</li> <li>2. Students will analyze how the physical environment influences human activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mining activity, political freedom</li> <li>2. Influence of the land and climate on people who live in various areas</li> </ol>
		The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.	<ol style="list-style-type: none"> <li>1. Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States.</li> <li>2. Students will analyze how changes in transportation affected settlement of the country.</li> </ol>	<ol style="list-style-type: none"> <li>1. Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal</li> <li>2. Canals in early 1800s; steamboats in the mid-1880s, westward expansion, settlement of Minnesota, areas people moved from and to</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Geography</b>	<b>D. Inter-connections</b>	The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.	<ol style="list-style-type: none"> <li>1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.</li> <li>2. Students will analyze how changes in transportation affected settlement of the state.</li> <li>3. Students will explain the importance of site features in the establishment of Minnesota's largest cities.</li> <li>4. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.</li> <li>5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.</li> <li>6. Students will describe the settlement pattern of Minnesota's largest immigrant groups.</li> <li>7. Students will use regions to analyze modern agriculture in Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Water power sites, river crossings, ports on Lake Superior and river systems</li> <li>2. Steamboats in the mid-1800s, railroads in the 19<sup>th</sup> Century, highway system in first half of 20<sup>th</sup> Century, air transportation in last half of 20<sup>th</sup> Century</li> <li>3. Water power sites, river crossings, access from Mississippi to the upland via heads of navigation, ports</li> <li>4. Fiber optic networks, freeways, development of airports</li> <li>5. War and dislocation, economic opportunity, opening of treaty lands for settlement, Northern Europeans, Mexico, Laos</li> <li>6. Swedes, Norwegians, Finns, Germans, Hmong, Mexicans, Hispanics</li> <li>7. Corn-hog-soybean region, sugar beet and wheat in Red River Valley, market gardening</li> </ol>
		The student will identify how technology made some parts of Minnesota more valuable at particular times in history.	<ol style="list-style-type: none"> <li>1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.</li> </ol>	Wheat and soy beans to China, clothing and electronic goods from Asia, fur trade, Spam to world, taconite
		The student will describe how humans influence the environment and in turn are influenced by it.	<ol style="list-style-type: none"> <li>1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.</li> </ol>	Forest and farm land being replaced by housing

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Geography</b>	<b>D. Inter-connections</b>	The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface.	<ol style="list-style-type: none"> <li>1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change.</li> <li>2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change.</li> <li>3. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.</li> <li>4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.</li> <li>5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.</li> <li>6. Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.</li> <li>7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refugees, rural to urban, suburbanization, migration of labor</li> <li>2. Language families, word usage in English, expansion of English</li> <li>3. Christianity, Islam, Hinduism, Judaism, Buddhism, Confucianism, indigenous religions</li> <li>4. Communism, democracy, kingdoms, dictatorships</li> <li>5. Industrial regions, patterns of commercial and subsistence agriculture</li> <li>6. Western Europe, Arab World, Southeast Asia, Latin America</li> <li>7. Iraqi conflict, defense of Korea, the island campaign in the Pacific Theater of WWII, Battle of Thermopylae in Persian War, England and Russia in Napoleonic wars and in WWII</li> </ol>
		The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.	<ol style="list-style-type: none"> <li>1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.</li> <li>2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.</li> <li>3. Students will describe how physical processes affect different regions of the world.</li> <li>4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Property values in a city, attitudes toward wilderness</li> <li>2. Local community or neighborhood, the American West, Chinatowns</li> <li>3. Desertification of the Sahel, soil degradation in the tropics</li> <li>4. Rain shadow deserts, rainforests</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Geography</b>	<b>E. Essential Skills</b>	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.	<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 analyses and comparison of maps, aerial photos, and other images.</li> <li>3. Students will locate major political and physical features of the United States and the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Atlases, online databases, topographic maps</li> <li>2. Thematic, topographic, aerial photos, satellite images</li> <li>3. Countries, rivers, topographic features, largest cities</li> </ol>
<b>Economics</b>	<b>A. Producers and Consumers</b>	The student will understand the concept of interdependence in relation to producers and consumers.	<ol style="list-style-type: none"> <li>1. Students will compare and contrast the roles of producers and consumers.</li> <li>2. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.</li> <li>3. Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems.</li> <li>4. Students will explain that a market exists when consumers buy and producers sell goods and services.</li> <li>5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).</li> </ol>	<ol style="list-style-type: none"> <li>1. Girl Scouts supply cookies, consumers demand them</li> <li>2. Simplified circular flow of economic activity</li> <li>3. Clothes produced because consumers want them. Textiles produced in factories because of their efficiency</li> <li>5. Consumers buy clothes if willing and able to pay the price; command and traditional economies</li> </ol>
	<b>B. Economic Choices</b>	The student will understand basic principles of economic decision making.	<ol style="list-style-type: none"> <li>1. Students will understand the concept of scarcity and its role in decision-making.</li> <li>2. Students will apply a decision-making process to make informed choices.</li> <li>3. Students will analyze how people respond predictably to positive and negative economic incentives.</li> </ol>	<ol style="list-style-type: none"> <li>2. State the problem, identify alternatives using explicit criteria, make a decision, explain the choice that was made</li> <li>3. Subsidies of land grants to railroad helped build transcontinental railroad. Tariffs discouraged importation of foreign textiles</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Economics</b>	<b>C. The Market Economy (Micro Economics)</b>	The student will understand that in a market economy income is earned in different ways.	1. Students will identify multiple forms of income and their sources.	Wages and salary, rent, interest, and profit
		The student will understand business organizations, market structures, and financial institutions that operate within our economy.	1. Students will identify and compare and contrast various industries and the occupations related to them. 2. Students will compare and contrast the concepts of competition and monopoly and predict consequences of each. 3. Students will describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives.	1. Tourist, agricultural, health services, oil 2. Farmers' market (competition), electric distribution (monopoly) 3. Banks, credit unions, stock market, the Federal Reserve
	<b>D. The National Economy (Macro Economics)</b>	The student will understand the economic activities of government.	1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing. 2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.	1. Education, road, police, income tax (16 <sup>th</sup> Amendment), payroll tax, city sales tax, property tax, war bonds 2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws
		The student will understand the concepts that measure the national economy.	1. Students will define and give examples of basic economic terms. 2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.	1. Unemployment, inflation, interest rates, Gross Domestic Product (GDP) 2. Unemployment and reduction in output during Great Depression, stagflation of 1970s
<b>Government and Citizenship</b>	<b>A. Civic Values, Skills, Rights and Responsibilities</b>	The student will recognize the importance of individual action and character in shaping civic life.	1. Students will identify people who have dealt with challenges and made a positive difference in other people's lives and explain their contributions.	George Washington, Benjamin Franklin, Harriet Tubman, Abraham Lincoln, Martin Luther King, Jr., Chief Joseph of the Nez Perce, Sequoyah, George Washington Carver, Claire Barton, Frederick Douglass, Abigail Adams, Rosa Parks, and other world figures, America's founders and framers, local and state leaders

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Government and Citizenship</b>	<b>A. Civic Values, Skills, Rights and Responsibilities</b>	The student will articulate the range of rights and responsibilities in a republic	<ol style="list-style-type: none"> <li>1. Students will explain protections the Bill of Rights provides to individuals.</li> <li>2. Students will explain some of the responsibilities of people living in a democracy.</li> <li>3. Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution.</li> <li>4. Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>1. First 10 Amendments</li> <li>2. Respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family, take responsibility for your actions</li> <li>3. Freedom of Conscience</li> <li>4. <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i></li> </ol>
		The student will know how citizenship is established and exercised.	<ol style="list-style-type: none"> <li>1. Students will explain the meaning of legally-recognized citizenship in the United States, and describe the processes by which an individual may establish U.S. citizenship.</li> <li>2. Students will distinguish between the rights of citizens and non-citizens and describe the use of this distinction throughout U.S. history.</li> </ol>	<ol style="list-style-type: none"> <li>2. Naturalization Act of 1790, Dred Scott decision, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, and 26<sup>th</sup> Amendments, birth, naturalization</li> </ol>
		The student will understand the importance of participation in civic life and demonstrate effective civic skills	<ol style="list-style-type: none"> <li>1. Students will explain the steps necessary to become an informed voter and an engaged citizen.</li> <li>2. Students will explain the meaning of civic life and how all members of a community can be engaged.</li> <li>3. Students will identify and research community problems and recommend solutions.</li> <li>4. Students will analyze sources of information for accuracy, bias, and relevance, and distinguish between fact and opinion in order to analyze a public policy issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize issues and candidates, identify stands taken by candidates on issues, evaluate information for accuracy, bias, and opinion</li> <li>2. Running for elected office, supporting those running for office, informed voting, serving on school board and city council, organizing a neighborhood watch group, speaking at a public meeting, belonging to a political party, community board, block watch, attending school conferences, immigrant and refugee community building</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Govern- ment and Citizenship</b>	<b>B. Beliefs and Principles of United States Democracy</b>	The student will know the purpose, function and limits of our republic.	<ol style="list-style-type: none"> <li>1. Students will explain why government is needed and what would happen if there were no government.</li> <li>2. Students will explain what “consent of the governed” means and how it is expressed in the preamble to the Constitution.</li> <li>3. Students will define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy.</li> <li>4. Students will understand how governmental power is limited through federalism and a system of checks and balances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Protect individual rights and promote the general welfare, provide order, security, predictability</li> </ol>
		The student will know symbols, songs, traditions, and landmarks/monuments that represent the beliefs and principles of the United States.	<ol style="list-style-type: none"> <li>1. Students will explain why key national, state, and local symbols and landmarks and monuments are significant.</li> <li>2. Students will know the Pledge of Allegiance, its history, and why Americans recite it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mount Rushmore, the Liberty Bell, the Washington Monument, the Statue of Liberty, “E Pluribus Unum”</li> </ol>
		The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.	<ol style="list-style-type: none"> <li>1. Students will explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</li> <li>2. Students will explain the ideals of the American system of government: liberty, justice, equality, “E Pluribus Unum”</li> </ol>	<ol style="list-style-type: none"> <li>1. The United States Constitution is the highest law of the land</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Government and Citizenship</b>	<b>B. Beliefs and Principles of United States Democracy</b>	The student will explain the importance of law in the American constitutional system.	<ol style="list-style-type: none"> <li>1. Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare</li> <li>2. Students will explain that authority for making laws rests with the people, through their elected officials.</li> <li>3. Students will distinguish and explain the relationships between making, enforcing and interpreting the law.</li> <li>4. Students will evaluate rules and laws using criteria of good laws.</li> <li>5. Students will distinguish between civil and criminal law, state and federal law.</li> </ol>	4. Fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and/or promotes the general welfare
	<b>C. Roots of the Republic</b>	The student will demonstrate knowledge of influential and foundational documents of American constitutional government.	<ol style="list-style-type: none"> <li>1. Students will explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government.</li> <li>2. Students will explain how the Mayflower Compact, Articles of Confederation, and other documents influenced the development of American government.</li> <li>3. Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government</li> <li>4. Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government</li> <li>5. Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Virginia Declaration of Rights, the Virginia Statute for Religious Freedom</li> <li>3. Rights to life, liberty and pursuit of happiness, right to institute new government, consent of the governed, natural rights, Lincoln's use of the Declaration in the Gettysburg Address</li> <li>4. We the people, to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty</li> </ol>

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Government and Citizenship</b>	<b>D. Governmental Institutions and Processes of the United States</b>	The student will know the functions of the United States government and ways in which power is delegated and controlled.	<ol style="list-style-type: none"> <li>1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships.</li> <li>2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government.</li> <li>3. Students will describe the process by which a bill becomes a law.</li> </ol>	1. Articles I, II, III of the Constitution, Amendments 1-10, 13-15
		The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.	<ol style="list-style-type: none"> <li>1. Students will explain the relationship between the federal government and state governments and define the concept of federalism.</li> <li>2. Students will explain the major purposes of Minnesota's Constitution as stated in its Preamble.</li> <li>3. Students will understand the basic structure and functions of state and local governments.</li> <li>4. Students will identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen.</li> <li>5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.</li> </ol>	1. Reserved powers, Amendment X to the United States Constitution, states' rights
		The student will describe the relationships the U.S. has with other nations in the world.	<ol style="list-style-type: none"> <li>1. Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives.</li> <li>2. Students will describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Military policy, trade policy</li> <li>2. National sovereignty, UN, NATO, EU</li> </ol>
		The student will understand other government systems in the world.	<ol style="list-style-type: none"> <li>1. Students will compare governmental structure and individual rights in the United States to those in other forms of government.</li> </ol>	1. Republic, democracy, monarchy, dictatorship, individual rights, rights to vote, run for office, speech, assembly, religion

# MINNESOTA ACADEMIC STANDARDS GRADE 7

Revised 1/10