

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Minnesota	<a href="http://www.education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Social_Studies/index.html">http://www.education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Social_Studies/index.html</a>	Minnesota Academic Standards in History and Social Studies	Geography <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul>	<p><b>UNITED STATES HISTORY GRADES 4 - 8</b></p> <p>B. Pre-history through 1607 The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations.</p> <ol style="list-style-type: none"> <li>1. Students will identify key European explorers and how their voyages led to the establishment of colonies.</li> </ol> <p><b>GEOGRAPHY GRADES 4-8 (and 9-12)</b></p> <p>E. Essential Skills 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.</p> <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> <p><b>UNITED STATES HISTORY GRADES 9-12</b></p>

				<p>B. Three Worlds Converge, 1450-1763</p> <p>The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p> <ol style="list-style-type: none"> <li>1. Students will identify the stages and motives of European oceanic and overland exploration from the 15th to the 17th centuries.</li> </ol>
			<p>Economics</p> <ul style="list-style-type: none"> <li>• Challenges to surviving the early years of a new colony</li> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> <li>• Trade with Europe</li> </ul>	<p><b>UNITED STATES HISTORY GRADES 4 - 8</b></p> <p>C. Colonization and Conflict, 1607-1780s</p> <p>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <ol style="list-style-type: none"> <li>1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America.</li> <li>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.</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Religious persecution in Europe, economic opportunity, missions</li> <li>2. Plantation agriculture, maritime industries (whaling, shipping, fishing, ship building), family farming, animal husbandry</li> </ol> <p><b>GEOGRAPHY GRADES 4-8</b></p>

				<p>V. GEOGRAPHY</p> <p>D. Interconnections</p> <p>The student will describe how humans influence the environment and in turn are influenced by it.</p> <p>1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.</p> <p>Forest and farm land being replaced by housing</p> <p><b>ECONOMICS GRADES 4-8</b></p> <p>A. Producers and Consumers</p> <p>The student will understand the concept of interdependence in relation to producers and consumers.</p> <p>1. Students will compare and contrast the roles of producers and consumers.</p> <p>5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).</p> <p>B. Economic Choices</p> <p>The student will understand basic principles of economic decision making.</p> <p>1. Students will understand the concept of scarcity and its role in decision-making.</p> <p>3. Students will analyze how people respond predictably to positive and negative economic incentives.</p>
			Culture	<b>UNITED STATES HISTORY GRADES 4 - 8</b>

			<ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> <li>• Raids, militias and defense</li> </ul>	<p>C. Colonization and Conflict, 1607-1780s</p> <p>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <ol style="list-style-type: none"> <li>1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America.</li> <li>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.</li> <li>3. Students will identify the differences and tensions between the English colonies and American Indian tribes.</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Religious persecution in Europe, economic opportunity, missions</li> <li>2. Plantation agriculture, maritime industries (whaling, shipping, fishing, ship building), family farming, animal husbandry</li> <li>3. Pequot War, French and Indian War</li> </ol> <p><b>UNITED STATES HISTORY GRADES 9-12</b></p> <p>B. Three Worlds Converge, 1450-1763</p> <p>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <ol style="list-style-type: none"> <li>1. Students will compare and contrast life within the colonies and their geographical areas,</li> </ol>
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				<p>including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.</p> <p>2. Students will identify the growing differences and tensions between the European colonies, England and American Indian Nations.</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade, including fur, seeds, guns, and metal goods</li> <li>• Treaties and conflict</li> </ul>	<p><b>UNITED STATES HISTORY GRADES 4 - 8</b></p> <p>A. Pre-history through 1607 The student will understand that large and diverse American Indian nations were the original inhabitants of North America.</p> <p>1. Students will compare ways of life of Indian Nations from different regions of North America.</p> <p>B. Pre-history through 1607 The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations.</p> <p>2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.</p> <p>C. Colonization and Conflict, 1607-1780s The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <p>3. Students will identify the differences and tensions between the English colonies and American Indian tribes.</p>

				<p>Examples: 3. Pequot War, French and Indian War</p> <p><b>UNITED STATES HISTORY GRADES 9-12</b></p> <p>A. Indigenous People of North America The student will demonstrate knowledge of indigenous cultures in North America prior to and during western exploration.</p> <ol style="list-style-type: none"> <li>1. Students will identify important cultural aspects and regional variations of major North American Indian nations.</li> </ol> <p>B. Three Worlds Converge, 1450-1763 The student will understand how European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p> <ol style="list-style-type: none"> <li>2. Students will describe the consequences of early interactions between Europeans and American Indian nations.</li> </ol> <p>B. Three Worlds Converge, 1450-1763 The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Students will identify the growing differences and tensions between the European</li> </ol>
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