

2021 K-12 Academic Standards in Social Studies: Geography Strand Learning Progression

The 2021 K-12 Academic Standards in Social Studies includes five disciplinary strands, including citizenship and government, economics, geography, history, and ethnic studies. Each strand is divided into three-to-six anchor standards. The geography strand is comprised of six anchor standards, and associated benchmarks. This document breaks down the progression of learning as relates to the geography strand in the social studies standards.

An Overview of Academic Standards and Benchmarks

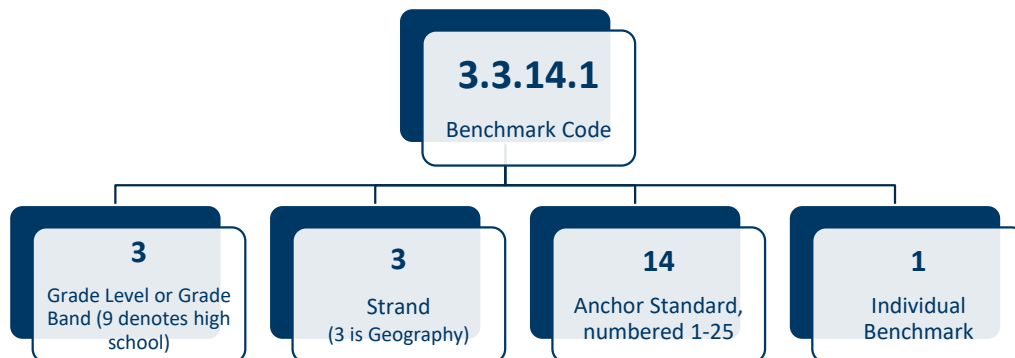
Academic Standards and Benchmarks

Academic standards and benchmarks are both defined in state statute.

- **Academic standards** are summary descriptions of student learning in a content area. They are broad descriptions of major concepts and skills that are repeated at multiple grade levels because they represent the “big picture.”
- **Benchmarks** represent the learning that is to be mastered by the end of a particular grade (in grades K–8) or grade band (in grades 9–12) in order to complete part of an academic standard.

Reading the Social Studies Standards and Benchmarks

Each benchmark has a four-digit code, which includes the grade level, strand, standard and benchmark.



Geography Strand Anchor Standards

Anchor Standard Thirteen: Geospatial Skills and Inquiry- Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.

Anchor Standard Fourteen: Places and Regions- Describe places and regions, explaining how they are influenced by power structures.

Anchor Standard Fifteen: Human Systems- Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.

Anchor Standard Sixteen: Human-Environment Interaction- Evaluate the relationship between humans and the environment, including climate change.

Anchor Standard Seventeen: Culture- Investigate how sense of place is impacted by different cultural perspectives.

Anchor Standard Thirteen: Geospatial Skills and Inquiry—Grades K-8

K

- K.3.13.1 Explain or show routes between locations using both fixed and dynamic maps from local to global scales.

1

- 1.3.13.1 Create sketch maps and describe the location of items and places shown using positional words or addresses. Ask spatial questions about the map.

2

- 2.3.13.1 Create sketch maps and use these, as well as fixed and dynamic maps, to locate places. Describe locations on these maps in relation to other places.

3

- 3.3.13.1 Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.

4

- 4.3.13.1 Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.
- 4.3.13.2 Ask spatial questions and acquire geographic sources from different perspectives to answer them.

5

- 5.3.13.1 Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.
- 5.3.13.2 Investigate spatial problems and then act by communicating conclusions with authentic audiences.

6

- 6.3.13.1 Use geospatial technologies to create and interpret fixed and dynamic maps that represent Mni Sóta Maḵoċe and Minnesota.
- 6.3.13.2 Use geographic tools to support a claim with evidence and explain reasoning to address a spatial problem within Minnesota.

7

- 7.3.13.1 Create and evaluate fixed and dynamic maps from different places, times and perspectives using geospatial technologies.
- 7.3.13.2 Investigate spatial questions to make claims and support them with evidence from maps.

8

- 8.3.13.1 Use geospatial technologies to create and interpret maps. Evaluate which geographic tools to apply in different situations.
- 8.3.13.2 Apply multiple perspectives to the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems.

Anchor Standard Thirteen: Geospatial Skills and Inquiry- High School

- 9.3.13.1 Create tables, graphs, charts, diagrams and various kinds of maps using geospatial technologies to depict the geographic implications of current world events or to solve geographic problems.
- 9.3.13.2 Use geospatial technologies and cultural perspectives to engage in the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.

Anchor Standard Fourteen: Places and Regions—Grades K-8

K

- K.3.14.1 Identify physical and human characteristics and find examples in the local community and within stories.

1

- 1.3.14.1 Describe the unifying characteristics of specific classroom and school regions.

2

- 2.3.14.1 Ask and answer spatial questions about physical and human characteristics in the environment.

3

- 3.3.14.1 Differentiate physical regions from human regions and identify examples from the past and today.

4

- 4.3.14.1 Use maps and concepts of location to identify and describe political features (states/territories, major cities, capitals) and recognize the Indigenous land these places were built on.
- 4.3.14.2 Describe physical and human characteristics needed for different types of agricultural and energy production regions.

5

- 5.3.14.1 Explain how physical and human characteristics and power structures are used to create regions on the land.

6

- 6.3.14.1 Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.

7

- 7.3.14.1 Describe how physical and human characteristics and power structures influence the function of places over time.

8

- 8.3.14.1 Explain how physical and human characteristics influence how people live in different places.
- 8.3.14.2 Describe regions according to specific criteria and identify the role of power structures in constructing regions.

Anchor Standard Fourteen: Places and Regions- High School

- 9.3.14.1 Apply geographic models to explain the location of economic activities, land use patterns and resources from a local to a global perspective. Critique these models to investigate (understand) how they were influenced by power or analyze the models through a critical lens.
- 9.3.14.2 Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.
- 9.3.14.3 Describe patterns of production and consumption of agricultural commodities that are traded among nations.

Anchor Standard Fifteen: Human Systems—Grades K-8

K

- No benchmark at this level.

1

- 1.3.15.1 Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.

2

- No benchmark at this level.

3

- 3.3.15.1 Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.

4

- No benchmark at this level.

5

- 5.3.15.1 Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.

6

- 6.3.15.1 Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.

7

- 7.3.15.1 Analyze patterns of movement concerning migration of peoples, movement of goods and ideas, trade networks, and interconnections between places that impacted life in the American colonies.

8

- 8.3.15.1 Explain patterns of demographic changes and cultural diffusion from a local to global scale.
- 8.3.15.2 Explain how distribution of natural resources influences political systems (societies). Analyze a regional example from both developing and developed regions.
- 8.3.15.3 Explain how cultural characteristics influence changes in population. Analyze a regional example from both developing and developed regions.
- 8.3.15.4 Describe urbanization patterns. Analyze a regional example from both developing and developed regions.

Anchor Standard Fifteen: Human Systems- High School

- 9.3.15.1 Compare and describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.
- 9.3.15.2 Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions. (Demographic transition models)
- 9.3.15.3 Explain migration patterns, including forced migration and displacement, in the modern era at a range of scales from local to global.
- 9.3.15.4 Analyze the factors that influence the growth and spatial distribution of cities in the United States and the world.
- 9.3.15.5 Analyze how global capital and technologies were used to shape the global wealth distribution and the legacies of subordinate and dominant powers that have existed in the world for the last seventy years.
- 9.3.15.6 Explain the spread of culture using the concept of diffusion and diffusion models.
- 9.3.15.7 Describe the effects of sovereignty, nationalism and supranationalism on the establishment of political boundaries and economic activities.
- 9.3.15.8 Analyze the impact of colonialism, from multiple perspectives, on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

Anchor Standard Sixteen: Human-Environment Interaction—Grades K-8

K

- No benchmark at this level.

1

- No benchmark at this level.

2

- 2.3.16.1 Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.

3

- No benchmark at this level.

4

- 4.3.16.1 Explain how changes in climate and choices humans make impact environments from local to global scales.

5

- 5.3.16.1 Describe how the choices people make have impacted a physical environment over time.

6

- 6.3.16.1 Evaluate how two (or more) different communities address the issues related to climate change in Minnesota.

7

- No benchmark at this level.

8

- 8.3.16.1 Ask spatial questions to investigate the relationship between the environment and human activities and their impact on climate change.

Anchor Standard Sixteen: Human-Environment Interaction- High School

- 9.3.16.1 Ask spatial questions and acquire geospatial sources to investigate the relationship between the environment and human activities and the impacts of climate change.
- 9.3.16.2 Analyze patterns of production and consumption of energy and the impact it has on climate change.
- 9.3.16.3 Design an action plan to address the disproportionate impacts of environment issues and climate change on different communities from local to national scales.

Anchor Standard Seventeen: Culture—Grades K-8

K

- K.3.17.1 Create a representation of a favorite place. Explain why it is important to them and how it makes them feel.

1

- No benchmark at this level.

2

- No benchmark at this level

3

- 3.3.17.1 Describe how different places, including school, the environment or local community, makes one feel.

4

- 4.3.17.1 Analyze how different perspectives have influenced decisions about where to locate and name places.

5

- 5.3.17.1 Analyze how different perspectives influenced past decisions to name places and impact changing place names today.

6

- No benchmark at this level.

7

- 7.3.17.1 Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of Indigenous peoples throughout the past in the United States.

8

- 8.3.17.1 Ask and answer questions about how physical and human characteristics influence one's sense of place and that of others.

Anchor Standard Seventeen: Culture- High School

- 9.3.17.1 Investigate one's multiple identities based on location, place, culture and in relation to others.
- 9.3.17.2 Analyze how sense of place has changed over time and how people are reclaiming their sense of place.
- 9.3.17.3 Explain the social construction of race and how it was used to oppress people of color. Assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, economic and spatial opportunities.
- 9.3.17.4 Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and Indigenous nations, and take action to affect policy.