

Farming Through the Seasons				
Grade	Strand	Standard	Code	Benchmark
K	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.	K.4.20.1	Describe how people learn about the past by identifying different types of historical sources and asking what can be learned from those sources.
1	2. Economics	7. Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of the proposed solution on various communities that would be affected	1.2.7.1	Use cost-benefit analysis for two available alternatives to make a decision.
		12. Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	1.2.12.1	List examples of goods that people buy from different countries.
	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	1.3.15.1	Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.
	4. History	18. Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.	1.4.18.1	Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	1.4.22.1	Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.
2	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	2.1.3.1	Compare and contrast student rules, rights and responsibilities at school and at home. Explain the importance of following rules. Discuss what to do when a rule is not fair.
	2. Economics	9. Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.	2.2.9.1	Given a goal and several alternative choices to reach that goal, select the best choice and explain why.
	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	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.
	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	2.5.23.1	Compare and contrast different ways of knowing, seeing, and understanding land use, rights, and ownership over time.

3	2.Economics	8. Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs. Analyze how their decisions affect economic equity and efficiency.	3.2.8.1	Explain that producing any good or service requires resources. Describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.
		9. Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.	3.2.9.1	Identify possible short- and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.
	4. History	18. Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.	3.4.18.2	Compare family life, buildings and/or technologies from ancient times to today.
		21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	3.4.21.1	Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes of the invention.
4	1. Citizenship and Government	5. Public Policy: Analyze how public policy is shaped by governmental and non-governmental institutions and how people and communities take action to solve problems and shape public policy.	4.1.5.1	Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.
	2. Economics	7. Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of the proposed solution on various communities that would be affected.	4.2.7.1	Explain how the limited supply of natural resources requires people to make decisions about resource use and examine a specific resource use decision made in your community.
		10. Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	4.2.10.1	Explain what it means for a resource to be productive and how productivity can increase.
	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	4.3.16.1	Explain how changes in climate and choices humans make impact environments from local to global scales.
	4. History	18. Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.	4.4.18.1	Pose a question about an issue in the community and/or the contemporary world and investigate its history.