



2020 Minnesota K-12 Academic Standards in Social Studies First Draft

Introduction

The first draft of the Minnesota K-12 Academic Standards in Social Studies represents the work of the standards review committee. This group consists of 44 members, including K-12 teachers, administrators, college faculty, informal educators and community members. The committee membership, timeline and assumptions that guide their work are found on the [Minnesota Department of Education \(MDE\) Social Studies webpage](#).

This draft of the standards represents a shift in approach to standards and social studies learning. Please read the introductory material carefully, especially the foundational research.

We encourage you to provide feedback and comments about this draft of the standards via the online feedback survey from December 1, 2020, through January 4, 2021. MDE will host a series of virtual Town Hall meetings where members of the public can learn about this draft of the standards and provide input. The survey and the meeting schedule are posted at the above link.

The second draft of the standards will be published in February 2021 and the final draft will be available in May 2021. The final draft will be available for planning purposes and the standards become law through the Minnesota rulemaking process. More information on the standards development process is at the Social studies webpage linked above.

[Minnesota Statutes, section 120B.018](#), require that there be statements of standards and benchmarks. Standards are a summary description of student learning. The benchmarks identify the learning that is to be accomplished by all students by the end of each grade for K-8 and by the end of high school for the grade band 9-12.

Foundational Research influencing the Social Studies Standards

The Assumptions for Guiding the Social Studies Standards Committee’s Work (Assumptions) direct that “the standards will be informed by [The College, Career, and Civic Life Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#) (C3 Framework). The C3 Framework document utilizes the research on social studies learning and instruction that has occurred to present a vision for social studies education. As you read the first draft, you will notice that the standards are based on four dimensions and the benchmark statements provide specific assessment expectations at each grade level.

Decisions by the Committee for the First Draft

1. The Career, College, and Civic Life Readiness Statement (see below) guided the writing of standards and benchmarks and led the committee to emphasize a more inclusive approach to social studies education.
2. Standards will be written as anchor standards (statements that span the K-12 grade range), and will be based on the C3 Framework's Dimensions.
3. Benchmarks will be revised consistent with the review of the current standards through the lens of the C3 Framework, other state standards, previous feedback on the current standards and benchmarks, and experience of the committee.

The Standards Committee will delay, until the second draft, the full consideration of the following areas called for in the Assumptions:

- a. Contributions of Minnesota American Indian tribes and communities
- b. Refinement and alignment of benchmarks within the standards
- c. Technology and Information literacy Standards
- d. Computer science concepts and skills
- e. Alignment with Minnesota K-12 Academic Standards in ELA
- f. Full attention to issues of diversity and equity
- g. Balancing the specificity of the standards and benchmarks ("grain size")
- h. Horizontal alignment within grade levels

The Standards Committee will plan to add the following to the benchmarks in later drafts: further clarifications, connections to local contexts, and/or examples.

It is important to note that the draft does not direct or imply a particular curricular or instructional model. It also reflects initial work of the committee and is being presented for initial feedback. It is not complete nor final.

Career, College, and Civic Life Readiness Statement

Minnesota is the contemporary and ancestral home of the Anishinaabe and Dakota peoples, and social studies education on this land will acknowledge and honor their contemporary and historical voices.

Social studies engages students in the disciplinary and interdisciplinary practices of political scientists, economists, geographers, and historians in order to examine and address societal problems. Social studies empowers learners to acquire, evaluate and apply knowledge; to practice critical thinking, reasoning, inquiry, and literacy skills; to be conscious and critical of their own biases and those of larger society; and develop the dispositions needed to become inquisitive, informed, empathetic, and engaged members of our global community.

Social studies prepares students to live and interact in diverse communities through examining their identities, respectfully engaging with different perspectives, and addressing powerful social, cultural, and political inequities, as well as their connections to other axes of stratification, including gender, race, class, sexuality, and legal status.

Reviewing the First Draft

In reviewing and providing feedback, the following questions should be kept in mind:

1. How well will the standards and benchmarks encourage improved and more inclusive social studies teaching and learning?
2. How well does the sequence from grade to grade promote student learning toward the general goal of learning in the standard?
3. How well do the standards and benchmarks balance broadness and specificity?

Standards

There are 22 anchor standards that reflect the knowledge and skills students need for graduation to be career, college, and civic life ready. Each standard has benchmarks that follow.

1. Develop and demonstrate civic values and skills for informed and engaged life-long civic participation.
2. Explain democratic values and principles that guide government, society, and communities and analyze the tensions within the United States constitutional government.
3. Explain and evaluate rights, duties and responsibilities in democratic society.
4. Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.
5. Analyze how public policy is shaped by governmental and non-governmental institutions and how people take action to solve problems and shape public policy.
6. Evaluate the unique status, relationships and governing structures of indigenous nations and the United States.
7. Use economic models/reasoning and data analysis to construct an argument or propose a solution related to an economic question.
8. Analyze how scarcity forces individuals, organizations and governments to make choices and incur opportunity costs, and how competing goals like equity and efficiency can influence these choices.
9. Apply economic concepts and models to develop personal financial goals (such as personal financial security) and strategies for achieving these goals.
10. Analyze how the behaviors of individual consumers and producers interacting in markets can lead to efficient outcomes, how various market imperfections can lead to less than optimal outcomes, and how economic tools can be used to analyze and develop solutions to societal problems.
11. Measure and evaluate national economic performance; use economic models to explain the causes of fluctuations in the economy, and evaluate the impact of economic institutions and policies.
12. Analyze the impact of international trade on individuals, businesses and the national economy, both by applying economic concepts and models and by interpreting the impact of actual trade policies.
13. Apply geographic tools and spatial ways of thinking to solve problems using geographic inquiry.
14. Describe how physical and human characteristics influence an individual's sense of place and their construction of regions from a local to global scale.
15. Analyze patterns of interconnectedness within and between cultural, economic and political systems from a local to global scale.
16. Evaluate the relationship between humans and the environment including climate change.
17. Explore spatial ways of thinking, ways of knowing (culture) and ways of being (identity) from different perspectives, including indigenous voices.

18. Evaluate multiple narratives about change and continuity over time, taking into account historical context, i.e. how and why individuals and communities created those narratives.
19. Recognize diverse points of view and develop an informed and empathetic awareness of how identity (i.e. gender, race, religion, and culture), class, and geography influence historical perspective.
20. Evaluate historical sources and evidence by A) identifying a variety of primary and secondary sources, such as written accounts, oral narratives, objects, and artistic works, B) Considering what perspectives and narratives are absent from the available sources, and C) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.
21. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.
22. Use historical methods and sources in order to reflect upon the roots of contemporary social and environmental problems, and draw on lessons from the past in order to imagine and work toward an equitable and caring future.

Benchmark

The benchmark Code Number is standard.grade.benchmark. For example 4.1.2 = standard 4, grade 1, benchmark 2.

1. Develop and demonstrate civic values and skills for informed and engaged life-long civic participation.

- 1.K.1: Demonstrate civic skills in a classroom that reflect an understanding of civic values. (*Example:* Civic skills—listening to others, participating in class discussions, developing ways to discuss similarities and differences with others, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, respect, self-control, justice, responsibility, courage, honesty, common good, and friendship.)
- 1.1.1: Demonstrate ways members of a community participate in the civic life of their community; explain why participation is important.
- 1.1.2: Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- 1.2.1: Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.
- 1.3.1: Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. (*Example:* help make class decisions, use listening, consensus building and voting procedures to decide on and take community action and communicate with others, i.e. write a letter, make a speech, attend a public meeting.)
- 1.4.1 Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom or community.
- 1.5.1 Simulate a decision-making body using procedural rules for discussion.

- 1.5.2 Investigate how groups (*Example:* women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.
- 1.6.1 Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.
- 1.6.2 Use and create graphic data to analyze information about a public issue in local, state, tribal, federal government.
- 1.7.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments.
- 1.8.1 Participate in civil discourse on issues in the contemporary world and evaluate arguments.
- 1.9.1 Demonstrate civic skills that enable people to be informed in order to monitor and influence state, local tribal, national, and international affairs. For example: participate in civil conversations; critique the use of claims and evidence in arguments for credibility.
- 1.9.2 Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).
- 1.9.3 Evaluate various sources of information and forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

2. Explain democratic values and principles that guide government, society, and communities and analyze the tensions within the United States constitutional government.

- 2.K.1 Describe symbols, songs and traditions that identify Minnesota’s Anishinaabe and Dakota tribes and communities, the state and nation.
- 2.1.1 Investigate how people show patriotism.
- 2.1.2 Describe a situation that exemplifies democratic principles including (but not limited to) equality, freedom, respect for individual rights, and deliberation.
- 2.2.1 Explain the importance of constitutions and rules reflecting democratic principles, including Rule of Law.
- 2.3.1 Explain the importance of civic discourse (including speaking, listening, voting, and respecting diverse viewpoints) and the principles of majority rule and minority rights.
- 2.4.1 Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities.
- 2.5.1 Describe how the Declaration of Independence and the U.S. Constitution impact the decisions of government, society, and/or communities.

- 2.5.2 Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.
- 2.6.1 Explain how the Minnesota Constitution reflects democratic principles.
- 2.7.1 Evaluate how well principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.
- 2.8.1 Compare various systems of government, such as monarchies, theocracies, dictatorships, representative governments and their methods of maintaining order and/or control.
- 2.8.2 Identify and evaluate democratic principles such as rule of law, citizen participation, control of the abuse of power, and human rights in different world constitutions.
- 2.9.1 Analyze the foundational ideas of United States government embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.
- 2.9.2 Analyze how means of civic engagement are used to influence the American political system at all levels. For example: civil disobedience, voting in general elections including initiative, referendum, and recall elections.
- 2.9.3 Explain the significance of democratic values and principles to well-functioning democratic processes, including elections.
- 2.9.4 Analyze current tensions between the government’s dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity at all levels.

3. Explain and evaluate rights, duties and responsibilities in democratic society.

- 3.K.1 None
- 3.1.1 None
- 3.2.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. (*Example:* Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, listen to teachers and adults, and treat other students with respect. Rights at home—be safe, fed, clothed, and warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, and help when asked.)
- 3.3.1 None
- 3.4.1 None

- 3.5.1 Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the United States Constitution.
 - 3.6.1 Define citizenship in the United States and explain that individuals become citizens by birth or naturalization
 - 3.7.1 Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights.
 - 3.7.2 Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens.
 - 3.8.1 Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
 - 3.9.1 Compare and contrast rights in the United States Constitution and the Bill of Rights and subsequent amendments, the rights in the Minnesota Constitution, and the Universal Declaration of Human Rights.
 - 3.9.2 Explain the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretation.
 - 3.9.3 Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.
 - 3.9.4 Explain the current and historical interpretations of the principles of due process and equal protection of the law in the 14th Amendment and analyze evolving civil rights in legislative action and court interpretation establishing rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups.
 - 3.9.5 Explain the responsibilities and duties for all individuals in a republic. (*Example: Paying taxes, obeying the law, responding to government requests such as subpoenas, informed participation in voting and public decision-making, developing and defending positions on public policy issues, monitoring, and influencing decision-making*)
 - 3.9.6 Explain how citizenship processes, requirements and duties are established by law and critique the struggle for citizenship since the founding period.
- 4. Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.**
- 4.K.1 Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.
 - 4.1.1 Identify characteristics of effective rules; participate in a process to establish rules, e.g., classroom.

- 4.1.2 Identify the president of the United States; explain that voting determines who will be president and vice-president.
- 4.2.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level) and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).
- 4.3.1 Describe the importance of the services provided by all levels of government; explain how taxes and fees fund government services.
- 4.3.2 Identify the three branches of government (executive, legislative, and judicial) and their primary functions.
- 4.4.1 Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government.
- 4.4.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.
- 4.5.1 Explain the primary functions of the three branches of government and how the leaders of each branch are selected as established in the United States Constitution.
- 4.6.1 Define federalism and describe the relationship between the powers of the federal and state governments.
- 4.6.2 Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes state government and authorizes local government (county, city, school board, and township).
- 4.6.3 Describe the goals, offenses, penalties, long-term consequences, privacy concerns of Minnesota's juvenile justice system and evaluate the impact on Black, Indigenous, Persons of Color (BIPOC) communities.
- 4.6.4 Compare and contrast the basic structures, functions and ways of funding state and local governments.
- 4.7.1 Describe the amendment process and the impact of key constitutional amendments.
- 4.7.2 Describe how laws are created; classify the differences between civil, criminal, tribal and juvenile law; give examples of local, state, federal, and tribal laws.
- 4.8.1 Analyze the structure, foundations, powers, and limitations of government at the local, state, tribal, national and global levels.

- 4.9.1 Explain federalism and the provisions of the United States Constitution which delegate to the federal government the powers necessary to fulfill the purposes for which it was established; distinguish between those powers and the powers retained by the people and the states.
- 4.9.2 Explain the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the United States Constitution.
- 4.9.3 Explain the purposes, organization, functions and processes of the executive branch as enumerated in Article II of the United States Constitution.
- 4.9.4 Explain the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution.
- 4.9.5 Analyze how the United States political system is shaped by elections and the election process, including the caucus system and procedures involved in voting.
- 4.9.6 Describe the purposes, types, and sources of laws and rules and evaluate their impact at the local, state, federal and tribal levels.
- 4.9.7 Explain the powers and operations of the state of Minnesota government as defined in its Constitution and its relationship with the federal government.
- 4.9.8 Explain the powers and operations of local (county, city, school board, and township, tribal) government in Minnesota.
- 4.9.9 Compare and contrast the budgets of the United States and Minnesota governments describing the major sources of revenue and categories of spending for each.
- 4.9.10 Describe how individuals, businesses, labor and other groups influence United States foreign policy.
- 4.9.11 Explain the role of international law in world affairs; evaluate the impact of the participation of nation states in international organizations.

5. Analyze how public policy is shaped by governmental and non-governmental institutions and how people take action to solve problems and shape public policy.

- 5.K.1 None
- 5.1.1 Predict how people come up with different ideas to solve a problem.
- 5.2.1 Compare and contrast rules and laws within different communities and cultures that address community problems.
- 5.3.1 Provide examples of how different levels of government solve problems.
- 5.4.1 Examine how identity (race, ethnicity, gender, age, religion and geographic location) shapes our opinions about a local issue and ways for addressing particular community problems.

- 5.5.1 Investigate how people use and challenge public policies by identifying a public problem, analyzing the issue from multiple perspectives, and creating a plan to address the identified public problem.
- 5.6.1 Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.
- 5.7.1 Explain the impact of changes in voting and election processes on public policy formation.
- 5.7.2 Explain the role of interest groups, various types of media and public opinion on the political process and public policy formation.
- 5.8.1 Explain why governments belong to different types of economic alliances and international and regional organizations.
- 5.9.1 Evaluate the impact of political parties on elections and public policy formation.
- 5.9.2 Evaluate the role of interest groups, various types of media and public opinion on the political process and public policy formation.
- 5.9.3 Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

6. Evaluate the unique status, relationships and governing structures of indigenous nations and the United States.

- 6.K.1 None
- 6.1.1 None
- 6.2.1 None
- 6.3.1 None
- 6.4.1 None
- 6.5.1 None
- 6.6.1 Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
- 6.7.1 Describe diplomacy and other foreign policy tools; cite historical or contemporary cases in which the United States government and Indigenous Nations used or use these tools.
- 6.8.1 None

- 6.9.1 Explain the unique status of indigenous nations and the United States.
- 6.9.2 Compare relationships between indigenous nations and Minnesota’s state and local governments, United States government and governments of other nations.
- 6.9.3 Compare governing structures of indigenous nations and the United States.
- 6.9.4 Examine contemporary challenges and successes between indigenous nations and the U.S. government (local, state, federal).

7. Use economic models/reasoning and data analysis to construct an argument or propose a solution related to an economic question.

- 7.K.1 Use cost-benefit (pro/con) analysis as a group to solve a problem.
- 7.1.1 Use cost-benefit (pro/con) analysis individually to solve a problem.
- 7.2.1 Investigate what characteristics make an item useful as money.
- 7.3.1 Use resources to see what different kinds of products can be made.
- 7.4.1 Examine and explain a resource use decision made in your community.
- 7.5.1 Analyze a historical event, the decisions that were chosen, and the alternative choices (opportunity cost) not chosen.
- 7.6.1 Evaluate a current debatable policy question from an economic perspective, using cost-benefit analysis.
- 7.7.1 Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war.
- 7.8.1 Evaluate the impact of different economic systems on socioeconomic development.
- 7.9.1 Use economic analysis to explore an economic question. (Example: How are incentives influenced by ethics, religious beliefs or cultural values? How does scarcity impact our decision making, whether individually or collectively? How might policy makers incentivize responsible personal financial behavior? What are the costs and benefits of embracing a market system as the basic allocation mechanism for a society? What are the pros and cons of various tax systems? How do economics and policies intermingle when policymakers attempt to stabilize the economy? How desirable are economic growth and improvements in productivity for a society? What interventions are appropriate when individual decisions have negative impacts on others? How defensible are the criticisms of free trade?)

8. Analyze how scarcity forces individuals, organizations and governments to make choices and incur opportunity costs, and how competing goals like equity and efficiency can influence these choices.

- 8.K.1 Describe choices people make about how to use the money they have.

- 8.1.1 Define scarcity as not having enough of something to satisfy everyone's wants; give examples.
- 8.2.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.
- 8.3.1 Explain that producing any good or services 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.
- 8.4.1 Explain how the limited supply of natural resources requires people to make choices about resource use.
- 8.5.1 Explain how incentives can change people's decisions about resource use.
- 8.6.1 None
- 8.7.1 Evaluate various rationing devices that can be used for distributing goods and services.
- 8.8.1 Identify characteristics of traditional, command, mixed, and market-based (capitalist) economies; classify the economic systems of countries in a given region; and explain why most economies are mixed economies.
- 8.9.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).
- 8.9.2 Calculate the opportunity cost of a choice, and represent opportunity costs in production using a production possibilities curve.
- 8.9.3 Explain how the availability of and access to productive resources (human, capital, natural and entrepreneurial) and technology limits the production of goods and services.
- 8.9.4 Compare and contrast the characteristics of traditional, command, mixed, and market-based (capitalist) economies and explain why most economies are mixed economies, with varying degrees of government involvement.
- 8.9.5 Define broad economic goals and the trade-offs that exist between them; compare how different economic systems prioritize these goals, based on different political and cultural values.
- 8.9.6 Identify measures of income distribution, wealth distribution, causes of income inequality and poverty, and evaluate the effectiveness of government income redistribution programs.

9. Apply economic concepts and models to develop personal financial goals (such as personal financial security) and strategies for achieving these goals.

- 9.K.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).
- 9.K.2 Identify goods and services that could satisfy a specific need or want.
- 9.1.1 Describe some costs and benefits of alternative choices made by families.
- 9.1.2 Describe and implement a plan to fund a future purchase.
- 9.2.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.
- 9.3.1 Identify possible short and long term consequences of different choices, while highlighting that not all individuals have access to the same choices.
- 9.3.2 Distinguish between earned and unearned income: earned income from selling resources (labor, land), unearned income received as a transfer payment (government assistance, investments, gifts, awards).
- 9.3.3 Describe expenditures as the money used to buy goods and services.
- 9.4.1 None
- 9.5.1 Describe various uses of income, discuss advantages and disadvantages of each, and explain how spending choices may vary across culture, community and generation. (*Example:* Uses of income—spend, save, pay taxes, contribute to others through collective care, mutual aid. Advantages of saving—earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.)
- 9.6.1 Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.
- 9.6.2 Describe various types of earned and unearned income including wage, rent, interest, profit, and government assistance; explain the role that the development of human capital plays in determining one's income.
- 9.7.1 Apply reasoned decision-making techniques in making choices; explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives. (*Example:* cost-benefit analysis taking into account different cultural and individual values.)
- 9.8.1 Explore career options, considering the personal economic impact of different choices (trade school, college, military) and how various types of workers contribute to the economy.
- 9.9.1 Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets.

- 9.9.2 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.
- 9.9.3 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk-management strategies in investing and insuring decisions.
- 9.9.4 Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one's ability to borrow, rent, get a job and achieve other financial goals.
- 9.9.5 Explain how systemic inequity has been a barrier to accessing credit.
- 9.9.6 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.

10. Analyze how the behaviors of individual consumers and producers interacting in markets can lead to efficient outcomes, how various market imperfections can lead to less than optimal outcomes, and how economic tools can be used to analyze and develop solutions to societal problems.

- 10.K.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities).
- 10.1.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so.
- 10.2.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.
- 10.3.1 Explain that consumers have two roles – as sellers and buyers of goods and services; explain that producers have two roles – as sellers of goods and services and buyers of resources.
- 10.4.1 Explain what it means for a resource to be productive and how productivity can increase.
- 10.4.2 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.
- 10.5.1 Describe the concept of profit as the incentive for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).
- 10.6.1 Explain why federal, state and tribal governments regulate economic activity to promote public well-being.
- 10.7.1 Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market.
- 10.7.2 Distinguish between profit as a positive motive for entrepreneurship and innovation, and as an incentive for people to exploit others or the environment.

- 10.8.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices, and how and why their choices may differ.
- 10.9.1 Use economic models to explain how resources, money and goods and services are exchanged in an economy.
- 10.9.2 Graph market demand and explain that market demand is based on each buyer’s willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand.
- 10.9.3 Graph market supply and explain that market supply is based on each seller’s cost and the number of sellers in the market; analyze the effect of factors that can change supply.
- 10.9.4 Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses.
- 10.9.5 Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets.
- 10.9.6 Compare and contrast characteristics of various market structures.
- 10.9.7 Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market.
- 10.9.8 Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices.
- 10.9.9 Identify and analyze market failures caused by a lack of competition, lack of resource mobility (barriers), and lack of perfect information; evaluate the rationale and effectiveness of government attempts to remedy these problems.
- 10.9.10 Identify and analyze market failures caused by poorly defined or poorly enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these problems.

11. Measure and evaluate national economic performance; use economic models to explain the causes of fluctuations in the economy, and evaluate the impact of economic institutions and policies.

- 11.K.1 None
- 11.1.1 None
- 11.2.1 Identify money as any generally accepted item used in making exchanges.

- 11.3.1 Explain how sellers and buyers are connected in the economy because one person's spending becomes another person's income.
- 11.4.1 None
- 11.5.1 Explain that national income equals the sum of all income earned + transfer payments in an economy and that national income affects the economy because when national income increases, spending on goods and services increases, and when national income decreases, spending on goods and services decreases.
- 11.6.1 Describe the movement of goods and services, resources and money through markets in a market-based economy.
- 11.6.2 Explain the impact of the gaming industry on tribal communities and the state and local economy in Minnesota.
- 11.7.1 Identify two ways to measure national economic performance, and use them to determine the relative health of the economy at different times. (*Example:* comparing the unemployment rate and Dow Jones Industrial Average or Human Development Index in the year they were born and the current year.)
- 11.8.1 Identify factors which affect economic growth (percentage changes in real Gross Domestic Product—(GDP) and lead to a different standard of living in different countries.
- 11.9.1 Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy.
- 11.9.2 Calculate the rate of inflation; interpret historical and current inflation rates; explain causes of inflation and analyze the economic impact of inflation on different groups of people.
- 11.9.3 Calculate the unemployment rate; identify various types of unemployment and how unemployment impacts families; define full employment; and analyze unemployment data to explain the impact of economic fluctuations on employment.
- 11.9.4 Measure economic growth in terms of percentage change in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth, and evaluate the sustainability of growth.
- 11.9.5 Explain how spending by households, businesses, government and foreign purchasers (aggregate demand) impacts the level of economic activity, and how increases or decreases in total spending can cause inflation or recession.
- 11.9.6 Explain how resource prices, productivity and government regulation affect the total output in an economy (short-run aggregate supply), and how changes in these factors can cause stagflation or increased output in the short run.

- 11.9.7 Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level.
- 11.9.8 Explain how various government fiscal policies are likely to impact overall output, employment and the price level.
- 11.9.9 Explain how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment and the price level.
- 11.9.10 Explain interest rates and how interest rates are determined; explain how financial institutions (banks and credit unions) make it possible for businesses to borrow and spend on new capital investment (machinery, tools, equipment) and for households to borrow and spend on purchases like education and housing.

12. Analyze the impact of international trade on individuals, businesses and the national economy, both by applying economic concepts and models and by interpreting the impact of actual trade policies.

- 12.K.1 Recognize and engage in ways to use another individual's items. (*Example: Asking for permission to share and taking turns*)
 - 12.1.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so.
 - 12.1.2 Explain that trade between Indigenous and non-Indigenous peoples has not always been voluntary and fair.
 - 12.2.1 Explain that different countries have different currencies, and compare the similarities and differences.
 - 12.3.1 Describe examples of goods that people buy from different countries.
 - 12.4.1 Explain why people in different countries or from different cultures may use resources in different ways.
 - 12.5.1 Explain that economies are connected through trade.
 - 12.6.1 Explain why companies might move production to other countries to avoid regulation.
 - 12.7.1 Distinguish between groups that benefit and that are hurt by a specific trade policy.
 - 12.8.1 Explain how trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.
 - 12.9.1 Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers.

12.9.2 Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade.

13. Apply geographic tools and spatial ways of thinking to solve problems using geographic inquiry.

13.K.1 Create a route to a specific location using maps and globes.

13.1.1 Create sketch maps to illustrate spatial information about familiar places.

13.1.2 Describe the location of familiar places using relative and exact words and ask spatial questions about different places. (*Example:* Relative: Cardinal directions (N, S, E, W) Exact: address Questions: Where is it? Why is it there? What other places are similar?)

13.2.1 Create and examine routes using maps, globes and digital representations of earth that consider environmental characteristics.

13.2.2 Create maps and interpret digital representations of earth showing local to global places; incorporate the "TODALS" map basics (title, orientation, date, author, legend, scale).

13.3.1 Ask spatial questions about maps, photos, artifacts, books and other sources that will give insight into a problem.

13.3.2 With prompting and support, state a claim and use evidence to answer a spatial question that the class is investigating.

13.4.1 Create and evaluate routes using maps, globes and digital representations of earth that consider cultural characteristics.

13.4.2 Use latitude and longitude on maps, globes and digital representations of the earth to locate places from local to global scales.

13.4.3 Communicate conclusions for a spatial question the class is investigating to address a spatial problem.

13.5.1 Create and interpret different types of maps showing local to global places; incorporate the "TODALS" map basics (title, orientation, date, author, legend, scale).

13.5.2 Describe group or individual actions to help address a spatial problem at local, tribal, regional, and/or global scales.

13.6.1 Create maps, including sketch maps and digital maps, to represent places on the land that is now Minnesota.

13.6.2 Evaluate the strength of a claim, evidence and reasoning using spatial criteria established by both teacher and student.

- 13.7.1 Create and evaluate physical, political and thematic maps and digital representations of earth from different places, times and perspectives.
- 13.7.2 Identify challenges and opportunities when taking action to address problems from local, tribal and global scales.
- 13.8.1 Create and evaluate digital maps and routes that include a grid system and TODALS map basics from local to global scales.
- 13.8.2 Ask spatial questions, acquire credible sources, analyze geographic information, find a possible answer(s) and take action to solve spatial problems.
- 13.9.1 Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.
- 13.9.2 Use geospatial technologies to engage in the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.

14. Describe how physical and human characteristics influence an individual's sense of place and their construction of regions from a local to global scale.

- 14.K.1 Identify physical and human characteristics and find examples in real and imagined places as well as within stories. (*Example:* physical - landforms and bodies of water; human - buildings, roads, bridges)
- 14.1.1 Describe how one's sense of place is developed, including wisdom from Dakota and Anishinaabe voices.
- 14.2.1 Define a region as an area with common characteristics and describe physical and human regions in a community.
- 14.3.1 Differentiate physical and human characteristics and compare/contrast specific examples from local, tribal and global scales.
- 14.4.1 Name and locate states/territories and major cities/capitals, including a recognition of indigenous land these places were built on.
- 14.4.2 Describe physical and human characteristics needed for different types of agricultural regions.
- 14.5.1 Differentiate site and situation and compare/contrast these in different places over time.
- 14.6.1 Describe how one's sense of place is developed, including wisdom from Dakota and Anishinaabe voices.
- 14.7.1 Describe how physical and human characteristics influence the function of places over time.

- 14.8.1 Describe how physical and human characteristics influence one's sense of place and that of others.
- 14.8.2 Describe regions according to specific criteria and identify the role of individuals and groups in constructing regions.
- 14.9.1 Apply geographic models to explain the location of economic activities, land use patterns, and resources from a local to a global perspective.
- 14.9.2 Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.
- 14.9.3 Describe patterns of production and consumption of agricultural commodities that are traded among nations.

15. Analyze patterns of interconnectedness within and between cultural, economic and political systems from a local to global scale.

- 15.K.1 Explain why and how people move from place to place.
- 15.1.1 Describe patterns of movement of particular people, goods, or ideas in a community.
- 15.2.1 None
- 15.3.1 Describe distribution and explain why human populations and natural resources are unevenly distributed from a local to global scale.
- 15.4.1 Differentiate between physical and political boundaries and explain how humans have used boundaries from a local to global scale.
- 15.5.1 Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.
- 15.6.1 Explain how physical features and the location of resources affect settlement patterns, the growth of cities and location of Dakota and Anishinaabe reservations.
- 15.7.1 Differentiate cultural, economic and political systems and analyze patterns of interconnectedness within the United States, considering past, present and future trends.
- 15.8.1 Explain how distribution of natural resources influences political systems (societies) and analyze a regional example.
- 15.8.2 Explain how global trade (globalization) impacts economic systems and analyze a regional example.
- 15.8.3 Explain how cultural characteristics influence changes in population and analyze a regional example.

- 15.8.4 Describe changing migration patterns and analyze a regional example.
- 15.8.5 Describe urbanization patterns and analyze a regional example.
- 15.8.6 Explain patterns of demographic changes and cultural diffusion from a local to global scale.
- 15.9.1 Compare the patterns of human population distribution in the United States and major regions of the world.
- 15.9.2 Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variable in major world regions. (Demographic transition models)
- 15.9.3 Analyze how transportation, and communication systems and technologies have affected the development of systems of cities and urbanization in the United States. (Example: feng shui and where buildings can and cannot be built.)
- 15.9.4 Describe the factors influencing the growth and spatial distribution of large cities in the world.
- 15.9.5 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.
- 15.9.6 Explain the spread of culture using the concept of diffusion and diffusion models.
- 15.9.7 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.
- 15.9.8 Describe the effects of sovereignty, nationalism and supranationalism on the establishment of political boundaries and economic activities.
- 15.9.9 Analyze the impact of colonialism 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.
- 15.9.10 Explain migration patterns, including forced migration, displacement and effects of climate change in the modern era at a range of scales, local to global.

16. Evaluate the relationship between humans and the environment including climate change.

- 16.K.1 None
- 16.1.1 None
- 16.2.1 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.
- 16.3.1 None

- 16.4.1 Describe different agricultural practices as examples of human environment interaction.
- 16.4.2 Explain how changes in climate may result in changes to places from local to global scales.
- 16.4.3 Describe how the choices people make impact local and distant environments.
- 16.5.1 None
- 16.6.1 Evaluate how two (or more) different cultures address the issues related to climate change in Minnesota.
- 16.7.1 Describe how changes in technology have altered the methods and amount of travel and therefore the effects on the physical environment.
- 16.8.1 Describe past and present changes in physical systems, such as seasons, climate, and weather, in both national and global contexts.
- 16.8.2 Examine how scientific knowledge of alternative forms of energy, such as wind and solar, have changed energy production in the United States over the past 20 years.
- 16.9.1 Explain migration patterns, including forced migration, displacement and effects of climate change in the modern era at a range of scales, local to global.
- 16.9.2 Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.
- 16.9.3 Describe patterns of production and consumption of fossil fuels that are traded among nations and the impact it has on climate change.

17. Explore spatial ways of thinking, ways of knowing (culture) and ways of being (identity) from different perspectives, including indigenous voices.

- 17.K.1 Identify surface and deep characteristics of different ways of being (identity).
- 17.K.2 Examine one’s own ways of being (identity) and how these characteristics fit within one’s family and classroom community.
- 17.1.1 Identify surface and deep characteristics of different ways of knowing (culture).
- 17.1.2 Explain how Dakota and Anishinaabe nations use storytelling to pass on ways of knowing (culture).
- 17.2.1 Describe landmarks representing different cultures in a community.
- 17.2.2 Analyze why different groups consider landmarks as significant or traumatic.
- 17.3.1 Examine one’s own ways of knowing (culture) and how these characteristics fit within different groups at school and with local and tribal communities.

- 17.3.2 Explain that many ways of thinking about geographic space exist, including Dakota and Anishinaabe perspectives.
- 17.4.1 Describe how one's ways of being (identity) and biases influence decisions about how to use a space.
- 17.4.2 Analyze how different perspectives have influenced decisions about where to locate places.
- 17.5.1 Compare and contrast the relationship to land between indigenous peoples and colonizers.
- 17.5.2 Analyze how different perspectives influenced past decisions to name places and impact changing place names today.
- 17.6.1 Examine surface and deep characteristics of both ways of being (identity) and ways of knowing (culture) from Dakota and Anishinaabe voices.
- 17.6.2 Define political, economic, spatial and historical perspectives and apply them to the boundary disputes and genocide that occurred in the past within the land that is Minnesota today.
- 17.7.1 Define race and ethnicity from different perspectives and make connections to one's own ways of being (identities).
- 17.7.2 Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of indigenous peoples throughout the past in the United States.
- 17.8.1 Describe types of wayfinding (navigation) from the perspectives of indigenous peoples.
- 17.8.2 Analyze spatial decisions to recognize power and its impact on Indigenous peoples from local to global scales.
- 17.9.1 Investigate one's own intersecting ways of being (multiple identities) based on location, place, culture and in relation to others.
- 17.9.2 Examine resources that are indigenous to the land and determine who has control and access to them.
- 17.9.3 Explain the social construction of race and how it was used to oppress people of color and 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.
- 17.9.4 Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and indigenous nations and take action to affect policy.

18. Evaluate multiple narratives about change and continuity over time, taking into account historical context, i.e. how and why individuals and communities created those narratives.

- 18.K.1 Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories. (*Example*:: Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years, waaban, aâpetu.)
- 18.1.1 Ask historical questions about a past event in one's family, school or local community.
- 18.2.1 Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.
- 18.3.1 Identify and analyze various ways that different cultures have expressed concepts of time and space. (*Example*: Calendar systems—Sun dial, Chinese, Hindu, Mayan or Aztec, Hebrew and Islamic calendars, Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information—Chinese "Jingban Tianwen Quantu" map, Ptolemaic maps, Islamic maps by Muhammad al-Idrisi, Polynesian stick and reed maps.)
- 18.4.1 None
- 18.5.1 Analyze multiple causes and outcomes of a historical event.
- 18.5.2 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions.
- 18.5.3 Explain a historical event from perspectives from those who benefited and those who did not benefit.
- 18.6.1 Examine the varied and diverse responses of indigenous people in the upper Mississippi River region to European trade and colonialism.
- 18.6.2 Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor.
- 18.6.3 Describe how the major cultural and social transformations in different decades on the 20th century changed the lifestyle of Minnesotans.
- 18.7.1 Define freedom and democracy, and examine how different groups have been included or excluded from the ideals over the in American history.
- 18.8.1 Analyze connections between revolutions, independence movements and social transformations during the Cold War era.
- 18.8.2 Describe political challenges and struggles of newly independent countries during the Cold War era.
- 18.8.3 Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps.

- 18.9.1 Explore how human migration from Africa to other regions in the world led to environmental changes and human adaptation. (*Example:* Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments.)
- 18.9.2 Evaluate how the post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines.
- 18.9.3 Describe the response of the world community to human rights violations, and efforts to how to think about new awareness of Human Rights.
- 18.9.4 Identify how Europeans and Euro-Americans developed new legal justifications for slavery and settler colonialism in the Americas by creating new racial categories (i.e. Whiteness), and new ideas about gender (i.e. *partus sequitur ventrem*).
- 18.9.5 Identify the characteristics of democratic government and develop historical questions about how, when, and why access to freedom and the democratic process (including voting) has changed over time in the United States.
- 18.9.6 Describe the tactics used by the United States government to claim indigenous and Mexican land, including but not limited to an analysis of the ideology of Manifest Destiny and its relationship to whiteness, Christianity, and capitalism; and analyze the strategies used by Native Americans and Mexicans to respond to US settler colonialism. (*Example:* Louisiana Purchase; multiple treaty negotiations with and wars against Indigenous nations and Native alliances; negotiated annexation of Texas; United States-Mexican War.)
- 18.9.7 Describe the content, context, and consequences of the 13th, 14th and 15th amendments and evaluate the successes and failures of the Reconstruction, including successful efforts to disenfranchise newly freed Black Americans, making sure to connect this history to persistent discrimination and inequity in the present.

19. Recognize diverse points of view and develop an informed and empathetic awareness of how identity (i.e. gender, race, religion, and culture), class, and geography influence historical perspective.

- 19.K.1 Engage in respectful conversation about traditions within one's family and those of other families/communities.
- 19.1.1 Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others, both today and in the past.
- 19.2.1 Learn about daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today, and today.

- 19.3.1 Evaluate multiple different accounts of an event, including a consideration of identity and history in shaping perspective. (*Example:* Event—a playground conflict, current event, historic event.)
- 19.3.2 Identify and analyze daily life for people living in ancient times in at least three different regions of the world. (*Example:* Civilizations from the Mediterranean region—Greece, Rome, Egypt. Civilizations from Asia— Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas—Inca, Aztec, Cahokia, Pueblo. Civilizations from Africa—Aksum, Great Zimbabwe, Songhai, Mali, Fulani, Kongo.)
- 19.4.1 None
- 19.5.1 Explain a historical event from multiple perspectives, including a consideration of identity and history in shaping perspective.
- 19.5.2 Describe the social structures, political systems, and economic and trading activities of indigenous nations in North America.
- 19.6.1 Understand the diverse and conflicting ways that Dakota, Anishinaabe, and European peoples understood their relationship to the land, particularly regarding property and ownership, and examine the long-term implications of these divergent approaches to the environment today.
- 19.6.2 Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war.
- 19.6.3 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship.
- 19.7.1 Describe Native American history before and during European colonialism by using oral narratives, written accounts, and other historical sources in order to understand how indigenous people, including the Dakota and Anishinaabe, as well as other tribal nations today understand their history.
- 19.8.1 Assess the influence of television, the Internet and other media on cultural identity, gender identity, and social and political movements.
- 19.9.1 Examine how the development of complex societies facilitated the emergence of domestication and agriculture, causing far-reaching social and cultural effects. (*Example:* Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies.)
- 19.9.2 Analyze two or more conflicting narratives about global conflict, considering how different individuals, communities, or nations have presented and narrated global conflicts, such as World War II, the Korean War, or the Vietnam War.

- 19.9.3 Identify how Native Americans built new coalitions and developed a diverse set of strategies in response to European settler colonialism.
- 19.9.4 Identify how enslaved and freed people of color resisted slavery, built coalitions, and navigated discrimination and bias in the United States.
- 19.9.5 Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans and analyze how black and white abolitionists successfully pressured the US government to end slavery.
- 19.9.6 Use primary sources in order to understand the experiences of immigrants to the United States, and use secondary sources to understand how immigration and internal migration changed the demographic and settlement patterns of the United States population.
- 19.9.7 Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States.

20. Evaluate historical sources and evidence by A) identifying a variety of primary and secondary sources, such as written accounts, oral narratives, objects, and artistic works, B) Considering what perspectives and narratives are absent from the available sources, and C) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.

- 20.K.1 Describe how people learn about the past by identifying different types of historical sources and asking what we can learn from those sources. (*Example:* Learning from elders, photos, artifacts, buildings, diaries, stories, videos.)
- 20.1.1 Describe how people lived at a particular time in the past, based on information found in historical sources; introduce the concept of an absent narrative, and consider how some voices and perspectives are not represented in historical sources.
- 20.2.2 Use historical sources to describe how people's lives have changed over time; consider whose voices and perspectives are represented in the sources, and whose are absent.
- 20.3.1 Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.
- 20.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.
- 20.5.1 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent. (*Example:* Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.
- 20.6.1 Use multiple historical sources, including but not limited to oral narratives, in order to learn about the Dakota and Anishinaabe nations before European settler colonialism

- 20.6.2 Describe Dakota and Anishinaabe interactions with each other and other indigenous peoples; and understand how their people understand their own history today.
- 20.6.3 Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries.
- 20.7.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.
- 20.7.2 Analyze historical documents in order to understand why the United States government embarked on imperial ventures, and examine the consequences of US imperial activity.
- 20.8.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.
- 20.9.1 Utilize oral narratives as historical sources in order to understand immigrant experiences, and use secondary sources to contextualize individual experiences within larger migration patterns. (*Example: Syrian Civil War refugees, Hmong, Somali or Karen migration to Minnesota, Central American immigration.*)
- 20.9.2 Utilize a variety of historical sources (including objects, artistic works, written accounts, and oral narratives) and interpretive methods (including an analysis of Native languages) in order to develop a nuanced understanding of the multiple, diverse, and complex societies in North America before European colonialism.
- 20.9.3 Analyze the founding documents of the United States, including the Declaration of Independence and the Constitution, as historical sources, asking who created them, whose voices were absent, and whose interests were articulated.
- 20.9.4 Analyze multiple historical sources related to the Civil War, including but not limited to the Fugitive Slave Act or 1850, the Dred Scott decision, and the Constitution of the Confederacy, in order to understand how the American political system broke down in the 1850s and why several slave states made the decision to secede from the Union to ensure the preservation and expansion of slavery.
- 20.9.5 Analyze historical sources created by Native Americans in order to examine how indigenous people responded to changes in federal Indian policy, especially regarding forced removal, sovereignty, land ownership, education and assimilation.

20.9.6 Apply multiple historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.

21. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.

21.K.1 None

22.1.1 Tell a meaningful story about the past by identifying events from one’s own life or one’s family/community.

21.2.1 None

21.3.1 Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.

21.3.2 Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

21.3.3 Explain how the environment influenced the settlement of ancient peoples in three different regions of the world.

21.4.1 None

21.5.1 Describe how rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation and genocide of indigenous peoples and theft of indigenous lands.

21.5.2 Explain how colonial imperialism evoked varied responses by indigenous nations, and produced regional societies and economies that depended on the labor of abducted and enslaved Africans and distinct forms of local government.

21.6.1 Examine how and why the United States government claimed Native land in the Upper Mississippi River Valley through negotiating treaties

21.6.2 Assess whether the US government abided by the terms of their treaties with the Dakota and Anishinaabe nations; use this assessment to describe the process of how Minnesota became a territory and state; and examine the long-term effects of the treaties, using oral narratives to understand the meaning of the treaties today, especially for Dakota and Anishinaabe peoples.

21.6.3 Describe how the debate over slavery and abolition played out in Minnesota. (*Example:* Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.)

- 21.6.4 Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy.
- 21.6.5 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries.
- 21.6.6 Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century.
- 21.7.1 Identify causes and consequences of Antebellum reform movements including abolition and women's rights.
- 21.7.2 Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development.
- 21.7.3 Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the 20th century.
- 21.7.4 Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods.
- 21.8.1 Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors.
- 21.8.2 Describe how movements and social conditions have affected the lives of women in different parts of the world.
- 21.9.1 Evaluate the impact of how interregional systems of communication and trade facilitated new forms of social organization, led to new belief systems, and caused environmental changes.
- 21.9.2 Identify major developments in science, medicine, and technology; analyze their benefits and dangers for society and the environment; and reflect upon one's own experiences related to technological change.
- 21.9.3 Examine the effects of globalization, new technologies, and the spread of capitalism on wealth distribution and global politics, including post-colonial Independence movements.
- 21.9.4 Examine the intended and unintended consequences of European colonialism in the Americas, including environmental changes, the spread of disease, and the influence of animals (pigs, cows, horses, etc.) on political, social, and environmental change.
- 21.9.5 Develop an argument based on multiple historical sources about how rebellions in the Americas, including but not limited to the American Revolution and the Haitian revolution, were connected to political, cultural, and intellectual developments in Africa and Europe.

- 21.9.6 Examine how Indigenous people participated in and were affected by the Civil War, including the connection between the US Civil War and the US-Dakota War of 1862.
 - 21.9.7 Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions; and evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.
 - 21.9.8 Analyze how the United States became a world power via trade and the imperialist acquisition of new territories, and use that analysis to examine the implications of United States involvement in World War I on domestic and foreign policy.
22. Use historical methods and sources in order to reflect upon the roots of contemporary social and environmental problems, and draw on lessons from the past in order to imagine and work toward an equitable and caring future.
- 22.K.1 Develop positive social identities based on membership in multiple groups in society by sharing and discussing stories about diverse individuals and groups in the past that illustrate honesty, courage, friendship, respect, and responsibility.
 - 22.1.1 Learn to recognize unfairness, stereotypes, and bias on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g. discrimination),
 - 22.1.2 Explore how individuals and groups in the past have fought against bias and discrimination through social justice movements.
 - 22.2.1 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
 - 22.3.1 None
 - 22.4.1 Identify and locate on a map or globe the origins of multiple groups of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.
 - 22.5.1 Evaluate who benefitted or did not benefit from colonists’s goals for independence, desire for self-government, and liberty.
 - 22.6.1 Describe civil rights and conservation movements in post- World War II Minnesota, including the role of Minnesota leaders, and their connection with contemporary movements in Minnesota.
 - 22.6.2 Describe the goals of activists in their quest for their voice to be heard, especially anti-war, racial minorities, immigrants/refugees, women, LGBTQ, and indigenous people.
 - 22.6.3 Identify individuals, community organizations, businesses, and corporations that have shaped or continue to shape Minnesota and the United States today.

- 22.7.1 Investigate the ways in which individuals and groups have built communities of respect, equity, and diversity throughout U.S. history.
- 22.7.2 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations.
- 22.8.1 Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.
- 22.8.2 Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam.
- 22.8.3 Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights.
- 22.9.1 Develop a respectful awareness about how ideas and norms about gender have changed over time, and how members of the LGBTQ+ community have responded to persecution or marginalization by building coalitions in order to promote gender equality/equity.
- 22.9.2 Identify successful strategies in the environmental movement of the 20th and 21st centuries in order to make a plan in order to develop, organize local community action.
- 22.9.3 Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform.
- 22.9.4 Understand how some forms of slavery continued even after emancipation, and explore the abolitionist movement from the eighteenth-century until today, examining how it has been utilized in different times and places in order to fight for social justice.
- 22.9.5 Analyze how resistance movements in the US have organized and responded to oppression and the infringement of civil liberties, evaluate the impact of their responses, and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.
- 22.9.6 Trace the roots of modern Civil Rights Movements (including but not limited to African-American, Native American, women, Latinx-America, Asian-American, and Queer American), identify leaders and tactics, and analyze why changes were or were not made.