

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.

- 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.

- 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.

- 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.