

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.