



2021 Minnesota K–12 Academic Standards in Social Studies

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Introduction

The Minnesota K–12 Academic Standards in Social Studies represent the work of the Social Studies Standards Review Committee. This committee included K–12 teachers, administrators, college faculty, and representatives of educational and community organizations. Beginning in 2020, the Social Studies Standards Review Committee reviewed the 2011 Minnesota K–12 Academic Standards in Social Studies, other states' recently revised standards, current academic research, K–12 instructional best practices and public feedback. This review process followed the guidelines in Minnesota Statutes 2023, section 120B.021, subdivision 4e.

The social studies content area empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and disciplinary literacy to prepare for civic life, college, and careers. The review process centered on making revisions to the standards in social studies that will help prepare Minnesota students to learn, live, work and thrive in local and global societies.

Ensuring that the standards reflect Minnesota's population is a lens that has been used throughout the standards review process. This includes the interdisciplinary study of the social, political, economic and historical perspectives of the diverse racial and ethnic groups in the United States.

The social studies standards are grounded in current research. The [College, Career, and Civic Life \(C3\) Framework for the Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#) was used in the revision of these standards. The standards also include personal finance and/or financial literacy.

The standards have also been reviewed to identify consistency in skills and knowledge across subject areas, specifically with the English Language Arts standards. When the ELA standards were revised in 2020, Literacy in History (2010) was removed and replaced with informational and technical text; therefore, a workgroup of the committee reviewed the 2020 ELA standards to ensure consistency and make connections with that document to create cohesion in learning for students.

Academic standards are not curriculum. Curriculum are resources, assessments, learning experiences and plans that educators use at the local level to instruct students on content of the academic standards. By statute (Minn. Stat. 120B.021, subd. 2(B)), Minnesota academic standards do not require a specific curriculum. Districts, schools and educators make curriculum and instruction decisions to support the teaching and student mastery of standards. As a result, local school districts, schools and educators choose what curriculum is used and what classes are taught in their schools to ensure that students meet the academic standards. Ultimately, local educators make the decisions about how to deliver instruction to meet the rigorous learning expectations of the academic standards.

Organization of the Social Studies Standards

The Minnesota K–12 Academic Standards in Social Studies are statewide expectations for student learning in K–12 public schools. Academic standards contain one or more benchmarks at each grade level. A benchmark is a supplement to the standard and is the specific knowledge and/or skill that a student must accomplish to meet part of an academic standard by the end of each K–8 grade level.

The social studies standards and benchmarks for the high school level are grade bands that are developed to provide structure for the content students must meet in the three and a half credits required for graduation. At the high school level specifically, the standards do not correlate to specific course names. The standards are the knowledge and/or skills that students must master to meet graduation requirements and can be taught through locally-determined courses.

At the high school level, students are required to successfully complete:

Three and one-half credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies. (Minn. Stat. 120B.024, subd. 1 [2023])

The academic standards and their supporting benchmarks are organized into five strands: (1) Citizenship and Government, (2) Economics, (3) Geography, (4) U.S. and World History and (5) Ethnic Studies. The contributions of Minnesota’s American Indian tribes and communities are integrated into each strand and all standards. Each of the strands has between three and six standards.

How to Read the Standards and Benchmarks

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

- The first number is the grade level or grade band. “9” denotes a benchmark satisfactorily completed in high school as determined by a local district or charter school.
- The second number is the strand.
 1. Citizenship and Government
 2. Economics
 3. Geography
 4. History
 5. Ethnic Studies
- The third number is the standard.
- The fourth number is the benchmark.

For example, 3.1.4.1 = grade level 3, strand 1 (Citizenship and Government), standard 4, benchmark 1

High school history benchmarks have the additional designations of either World History or U.S. History and a corresponding era. This is noted at the beginning of each of the benchmarks.

Anchor Standards by Strand:

Citizenship and Government

1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.
2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.
3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.
4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.
5. Public Policy: Analyze how public policy is shaped by governmental and non-governmental institutions. Analyze how people and communities take action to solve problems and shape public policy.
6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.

Economics

1. Economic Inquiry: Use economic models and 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.
2. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.
3. 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.
4. Microeconomics: 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 governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.
5. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.
6. Global and International Economics: 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.

Geography

1. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.
2. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.
3. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.
4. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.
5. Culture: Investigate how sense of place is impacted by different cultural perspectives.

History

1. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.
2. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.
3. 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.
4. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.
5. 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.

Ethnic Studies

1. 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. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.
3. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

History Eras—Grades 9–12

U.S. History

- U.S. History Era 1: Indigenous Histories
- U.S. History Era 2: Settler Colonialism and Atlantic Slavery
- U.S. History Era 3: Freedom, Unfreedom and Revolution
- U.S. History Era 4: Imperial Expansion and Native Dispossession
- U.S. History Era 5: Slavery, Civil War and Reconstruction
- U.S. History Era 6: Migration, Imperialism and Inequality
- U.S. History Era 7: U.S. and the World
- U.S. History Era 8: Civil Rights Struggles
- U.S. History Era 9: Contested Freedoms

World History

- World History Era 1: Early Human History (250,000 BCE–2,000 BCE)
- World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)
- World History Era 3: Interregional Networks and Exchange (700–1500)
- World History Era 4: The First Global Age (1400–1800)
- World History Era 5: Revolutions, Empires and Nations (1750–1900)
- World History Era 6: The New Global Era (1900–Present)

Social Studies Standards and Benchmarks by Grade Level

Kindergarten: Foundations of Social Studies—Family and Community

Grade	Strand	Standard	Code	Benchmark
K	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	K.1.1.1	Demonstrate civic skills in a classroom that reflect an understanding of civic values by identifying a classroom goal and listing ways that students work together using civic skills to address a need or goal.
K	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.	K.1.2.1	Consider and describe ways group members show they belong to the group.
K	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	K.1.3.1	List personal group associations and name personal roles and responsibilities to each of those groups.
K	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	K.1.4.1	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.

Grade	Strand	Standard	Code	Benchmark
K	2. Economics	7. Economic Inquiry: Use economic models and 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.	K.2.7.1	Use cost-benefit analysis as a group to solve a problem.
K	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.	K.2.9.1	Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).
K	2. Economics	10. Microeconomics: 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 governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	K.2.10.1	Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Identify goods and services that could satisfy a specific need or want.

Grade	Strand	Standard	Code	Benchmark
K	2. Economics	12. Global and 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.	K.2.12.1	Explain why people agree to trade.
K	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	K.3.13.1	Explain or show routes between locations using both fixed and dynamic maps from local to global scales.
K	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	K.3.14.1	Identify physical and human characteristics and find examples in the local community and within stories.
K	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	K.3.17.1	Create a representation of a favorite place. Explain why it is important to them and how it makes them feel.
K	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
K	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.

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.
K	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	K.4.21.1	Use a variety of words to reference time in the past, present and future. Identify the beginning, middle and end of diverse historical stories.
K	4. History	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.	K.4.22.1	Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
K	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.	K.5.23.1	Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets.

Grade	Strand	Standard	Code	Benchmark
K	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	K.5.24.1	Retell a story about an unfair experience that conveys a power imbalance (a personal experience or one from a story). Share what can be learned from this story.
K	5. Ethnic Studies	25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	K.5.25.1	Describe the importance of first peoples'/Indigenous peoples' relationships to land, water and the nonhuman world.

First Grade: Foundations of Social Studies – Communities and Culture

Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	1.1.1.1	Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.
1	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.	1.1.2.1	Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.
1	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	1.1.3.1	List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.
1	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	1.1.4.1	Identify characteristics of effective rules and participate in a process to establish classroom rules.
1	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	1.1.4.2	Explain how voting determines who will be president and vice president and identify the president and vice president.

Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	1.1.6.1	Identify a Tribal Nation in Minnesota and list what unites the members as a nation.
1	2. Economics	7. Economic Inquiry: Use economic models and 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.
1	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	1.2.8.1	Define scarcity as not having enough of something to satisfy everyone's wants and give examples.
1	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	1.2.11.1	Explain that an economy is a system for using resources and distributing goods and services within a community.

Grade	Strand	Standard	Code	Benchmark
1	2. Economics	12. Global and 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.
1	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	1.3.13.1	Create sketch maps and describe the location of items and places shown using positional words or addresses. Ask spatial questions about the map.
1	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	1.3.14.1	Describe the unifying characteristics of specific classroom and school regions.
1	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.
1	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant 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.
1	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.

Grade	Strand	Standard	Code	Benchmark
1	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.	1.4.20.1	Investigate historical sources to describe how people lived at a particular time in the past. Identify who created the source.
1	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	1.4.21.1	Create a timeline to identify a sequence of events in a student's life or community.
1	4. History	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.
1	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.	1.5.23.1	Identify examples of ethnicity, equality, liberation and systems of power. Use those examples to construct meanings for those terms.

Grade	Strand	Standard	Code	Benchmark
1	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	1.5.24.1	Identify examples of how people care for each other as they work for change in communities.

Second Grade: Foundations of Social Studies – People and the Environment

Grade	Strand	Standard	Code	Benchmark
2	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	2.1.1.1	Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.
2	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.	2.1.2.1	Describe how voting and elections exemplify democratic principles, including, but not limited to, equality, freedom, fairness, respect for individual rights, citizen participation, majority rule and accepting the results of an election.
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	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	2.1.4.1	Identify a level of government and describe the role it serves in the lives of community members.
2	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	2.1.6.1	Describe how tribal government structures govern the affairs of the nation.

Grade	Strand	Standard	Code	Benchmark
2	2. Economics	7. Economic Inquiry: Use economic models and 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.	2.2.7.1	Investigate what characteristics allow an item to function as currency.
2	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	2.2.8.1	Provide an example of an opportunity cost, which is the next best alternative when a choice is made.
2	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.

Grade	Strand	Standard	Code	Benchmark
2	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	2.3.13.1	Create sketch maps and use these, as well as fixed and dynamic maps, to locate places. Describe locations on these maps in relation to other places.
2	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	2.3.14.1	Ask and answer spatial questions about physical and human characteristics in the environment.
2	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.
2	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	2.4.18.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.
2	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.

Grade	Strand	Standard	Code	Benchmark
2	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.	2.4.20.1	Use historical sources to investigate how the relationship between people and the environment has changed over time. Identify whose voices and perspectives are represented in the sources and whose are absent.
2	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	2.4.21.1	Use and create calendars to identify days, weeks, months, years and seasons. Identify how the environment can impact how we measure time and create calendars.
2	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.

Grade	Strand	Standard	Code	Benchmark
2	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.	2.5.23.2	Identify how different groups have worked to protect the land and natural resources.
2	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	2.5.24.1	Propose an idea to improve the relationship between humans and the environment.
2	5. Ethnic Studies	25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	2.5.25.1	Describe how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.

Grade	Strand	Standard	Code	Benchmark
2	5. Ethnic Studies	25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	2.5.25.2	Explore the importance of first peoples'/Indigenous peoples' interactions to land, water and the nonhuman world.

Third Grade: Ancient World

Grade	Strand	Standard	Code	Benchmark
3	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	3.1.1.1	Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.
3	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	3.1.3.1	Explain the principles of majority rule with minority rights and describe how civil discourse supports respect for diverse viewpoints.
3	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	3.1.4.1	Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.
3	1. Citizenship and Government	5. Public Policy: Analyze how public policy is shaped by governmental and non-governmental institutions. Analyze how people and communities take action to solve problems and shape public policy.	3.1.5.1	Identify a local public problem and describe ways individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.
3	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	3.1.6.1	Locate the 11 Tribal Nations of Minnesota and describe how Tribal Nations interact with local or state government.

Grade	Strand	Standard	Code	Benchmark
3	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments 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.
3	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.	3.2.9.1	Identify possible short-term and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.
3	2. Economics	10. Microeconomics: 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 governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	3.2.10.1	Explain that consumers have two roles—as sellers of resources and buyers of goods and services. Explain that producers have two roles—as sellers of goods and services and buyers of resources.

Grade	Strand	Standard	Code	Benchmark
3	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	3.3.13.1	Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.
3	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	3.3.14.1	Differentiate physical regions from human regions and identify examples from the past and today.
3	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.	3.3.15.1	Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.
3	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	3.3.17.1	Describe how different places, including school, the environment or local community, makes one feel.
3	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	3.4.18.1	Identify various ways that different cultures have expressed concepts of time and space.
3	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	3.4.18.2	Compare and contrast family life, buildings and/or technologies from ancient times to today.

Grade	Strand	Standard	Code	Benchmark
3	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	3.4.19.1	Identify and describe daily life for people living in ancient times in at least three different parts of the world.
3	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.	3.4.20.1	Identify what types of historical sources have survived from the ancient world. Ask and answer questions about what we can and cannot know about the ancient world based on these sources.
3	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument 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.
3	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	3.4.21.2	Explain how the environment influenced the movement of ancient peoples in three different regions of the world.
3	4. History	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.	3.4.22.1	Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.

Grade	Strand	Standard	Code	Benchmark
3	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	3.5.24.1	Identify how various groups have advocated for self-determination and a more representative media.

Fourth Grade: Contemporary World

Grade	Strand	Standard	Code	Benchmark
4	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	4.1.1.1	Describe how consensus building is used to identify and respond to a community problem.
4	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.	4.1.2.1	Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact the classroom.
4	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	4.1.4.1	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 explain how they are selected.
4	1. Citizenship and Government	5. Public Policy: Analyze how public policy is shaped by governmental and non-governmental institutions. Analyze 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.
4	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	4.1.6.1	Locate areas inhabited by Indigenous people united by language and similar ways of life in North America and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.

Grade	Strand	Standard	Code	Benchmark
4	2. Economics	7. Economic Inquiry: Use economic models and 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.
4	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	4.2.8.1	Explain how incentives can change people's decisions about resource use.
4	2. Economics	10. Microeconomics: 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 governments. 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.

Grade	Strand	Standard	Code	Benchmark
4	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	4.2.11.1	Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.
4	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	4.3.13.1	Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.
4	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	4.3.13.2	Ask spatial questions and acquire geographic sources from different perspectives to answer them.
4	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	4.3.14.1	Use maps and concepts of location to identify and describe political features (states/territories, major cities, capitals) and recognize the Indigenous land these places were built on.
4	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	4.3.14.2	Describe physical and human characteristics needed for different types of agricultural and energy production regions.
4	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.

Grade	Strand	Standard	Code	Benchmark
4	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	4.3.17.1	Analyze how different perspectives have influenced decisions about where to locate and name places.
4	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant 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.
4	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.	4.4.20.1	Compare and contrast two historical sources to investigate a contemporary issue and its historical roots.
4	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	4.4.21.1	Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.

Grade	Strand	Standard	Code	Benchmark
4	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.	4.5.23.1	Investigate government responses to migration and immigration both locally and nationally.
4	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.	4.5.23.2	Explain the role that stereotypes and images based on race, religion, geography, ethnicity and gender play in the construction of an individual's/group's identity. Identify the implications associated with these stereotypes and images and how and why they may have changed over time.
4	5. Ethnic Studies	25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	4.5.25.1	Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.