



2021 Minnesota K–12 Academic Standards in Social Studies

Contents

Introduction	3
Organization of the Social Studies Standards	4
How to Read the Standards and Benchmarks	5
Anchor Standards by Strand:	6
Citizenship and Government	6
Economics	6
Geography.....	7
History.....	7
Ethnic Studies.....	7
History Eras—Grades 9–12	8
U.S. History.....	8
World History.....	8
Social Studies Standards and Benchmarks by Grade Level.....	9
Kindergarten: Foundations of Social Studies—Family and Community	9
First Grade: Foundations of Social Studies – Communities and Culture	14
Second Grade: Foundations of Social Studies – People and the Environment.....	19
Third Grade: Ancient World	25
Fourth Grade: Contemporary World	30

Fifth Grade: Early American Studies	36
Sixth Grade: Minnesota Studies.....	43
Seventh Grade: United States Studies	51
Eighth Grade: Global Studies	60
Grades 9–12: Citizenship and Government	68
Grades 9–12: Economics.....	74
Grades 9–12: Geography	84
Grades 9–12: History.....	88
Grades 9-12: Ethnic Studies	105

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.

Grade	Strand	Standard	Code	Benchmark
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.	4.5.25.2	Identify examples of individuals or groups who have had an impact on world history. Explain how the actions of these individuals and groups have helped shape the world around them and the world today.

Fifth Grade: Early American Studies

Grade	Strand	Standard	Code	Benchmark
5	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.	5.1.2.1	Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.
5	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	5.1.3.1	Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.
5	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.	5.1.4.1	Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.
5	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.	5.1.6.1	Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.

Grade	Strand	Standard	Code	Benchmark
5	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.	5.2.9.1	Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.
5	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.	5.2.10.1	Calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).
5	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.	5.2.11.1	Investigate the relationship between individual well-being and the well-being of an entire community or nation.

Grade	Strand	Standard	Code	Benchmark
5	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.	5.2.12.1	Explain how government decisions concerning trading relationships may impact people differently within a community or nation.
5	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	5.3.13.1	Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.
5	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	5.3.13.2	Investigate spatial problems and then act by communicating conclusions with authentic audiences.
5	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	5.3.14.1	Explain how physical and human characteristics and power structures are used to create regions on the land.
5	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.	5.3.15.1	Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.
5	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	5.3.16.1	Describe how the choices people make have impacted a physical environment over time.

Grade	Strand	Standard	Code	Benchmark
5	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	5.3.17.1	Analyze how different perspectives influenced past decisions to name places and impact changing place names today.
5	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.	5.4.18.1	Identify at least three Indigenous nations in North America. Describe the social structures, political systems and economic activities of at least one Indigenous nation.
5	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.	5.4.18.2	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.
5	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	5.4.19.1	Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.
5	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	5.4.19.2	Explain an event or events of the American Revolution through multiple perspectives.

Grade	Strand	Standard	Code	Benchmark
5	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.	5.4.20.1	Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.
5	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.	5.4.20.2	Analyze a primary source from the Revolutionary era by interpreting the historical context, intended audience, purpose and author's point of view and identifying what perspectives and narratives are absent from the source.
5	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	5.4.21.1	Explain the religious, political and economic reasons for the movement of people from Europe to the Americas and examine the impact of colonization and settler colonialism on Indigenous peoples.
5	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	5.4.21.2	Explain the difference between indentured servitude and chattel slavery in colonial North America and identify the transatlantic slave route on a map.

Grade	Strand	Standard	Code	Benchmark
5	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.	5.4.22.1	Describe Indigenous efforts today to revitalize and reclaim Indigenous languages, traditions and sovereignty.
5	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.	5.5.23.1	Investigate name origins, identity and how language can be exclusionary and liberatory.
5	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.	5.5.24.1	Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.

Grade	Strand	Standard	Code	Benchmark
5	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.	5.5.25.1	Explore the history of surveillance and oversight in early America and examine their ties to contemporary systems and structures of surveillance and oversight.

Sixth Grade: Minnesota Studies

Grade	Strand	Standard	Code	Benchmark
6	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	6.1.1.1	Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.
6	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.	6.1.2.1	Locate a democratic principle embodied in the Constitution of the State of Minnesota or in one of Minnesota's Tribal Nations' constitutions. Summarize the concept of federalism and describe the relationship between the powers of the federal and state governments.
6	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	6.1.3.1	Summarize the concept of citizenship in the United States, explain how individuals become citizens by birth or naturalization, and compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.
6	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.	6.1.4.1	Identify the purpose of the Constitution of the State of Minnesota and explain how the Constitution of the State of Minnesota organizes state government and authorizes local government (county, city, school board and township). Compare and contrast the ways state and local government are funded.
6	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.	6.1.4.2	Describe the goals, offenses, penalties, long-term consequences and privacy concerns of Minnesota's juvenile justice system and evaluate the impact on youth, including those from historically disenfranchised groups.

Grade	Strand	Standard	Code	Benchmark
6	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.	6.1.6.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
6	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.	6.2.9.1	Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.
6	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.	6.2.11.1	Describe the movement of goods and services, resources and money through markets at the community, national and global level.
6	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.	6.2.11.2	Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.

Grade	Strand	Standard	Code	Benchmark
6	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.	6.2.12.1	Explain why companies might move production to other states or countries.
6	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	6.3.13.1	Use geospatial technologies to create and interpret fixed and dynamic maps that represent Mni Sóta Maḵoḵe and Minnesota.
6	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	6.3.13.2	Use geographic tools to support a claim with evidence and explain reasoning to address a spatial problem within Minnesota.
6	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	6.3.14.1	Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.
6	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.	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
6	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	6.3.16.1	Evaluate how two (or more) different communities address the issues related to climate change in Minnesota.

Grade	Strand	Standard	Code	Benchmark
6	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.	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
6	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.	6.4.18.2	Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region, and examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.
6	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.	6.4.18.3	Describe how people in Minnesota participated in the institution of slavery, abolition and the U.S. Civil War, identifying examples of change and continuity.
6	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.	6.4.18.4	Analyze connections between major reform and political movements in Minnesota during the Progressive era and World War I, including the role of women.

Grade	Strand	Standard	Code	Benchmark
6	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.	6.4.18.5	Identify multiple narratives about how World War II and the Cold War impacted Minnesotans.
6	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	6.4.19.1	Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership, and examine the consequences of these conflicting views on the environment over time.
6	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	6.4.19.2	Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.
6	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	6.4.19.3	Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.
6	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.	6.4.20.1	Evaluate primary and secondary sources about the process by which Minnesota became a territory and state; consider what perspectives and narratives are absent from the available sources.

Grade	Strand	Standard	Code	Benchmark
6	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	6.4.21.1	Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota. Organize applicable evidence into a coherent argument about the past.
6	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	6.4.21.2	Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.
6	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.	6.4.22.1	Examine the historical relationship and memorialization of the U.S. Civil War and the U.S.-Dakota War of 1862 in Minnesota.
6	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.	6.4.22.2	Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.
6	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.	6.4.22.3	Identify and describe how Minnesotans have fought for freedom and equality from the Civil Rights era until today.

Grade	Strand	Standard	Code	Benchmark
6	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.	6.5.23.1	Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.
6	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.	6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.
6	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.	6.5.24.2	Identify individuals, community organizations, businesses and corporations that make the student's community in Minnesota unique. Analyze how these groups do community building efforts, specifically by racialized and marginalized groups/individuals in Minnesota.

Grade	Strand	Standard	Code	Benchmark
6	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.	6.5.24.3	Identify how the arts have been a part of strategies, activities and/or engagement for social and political change.
6	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.	6.5.25.1	Examine the impact of slavery and race in Minnesota today.

Seventh Grade: United States Studies

Grade	Strand	Standard	Code	Benchmark
7	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	7.1.1.1	Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.
7	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.	7.1.2.1	Evaluate how well principles expressed in the Declaration of Independence and preamble to the U.S. Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.
7	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	7.1.3.1	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.
7	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.	7.1.4.1	Describe how laws are created. Classify the differences between civil, criminal, tribal and juvenile law. Give examples of local, state, federal and tribal laws. Describe the constitutional amendment process and the impact of voting amendments to explain changes in voting laws and election processes.
7	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.	7.1.5.1	Explain how political parties, interest groups, various types of media and public opinion shape public policy formation.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.1.6.1	Explain the impacts of treaties and policies from the perspectives of the United States and Tribal Nations and analyze ways in which Tribal Nations are seeking to enforce treaty rights.
7	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.	7.2.7.1	Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war.
7	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.	7.2.8.1	Explain different ways that goods and services can be allocated when scarcity exists.
7	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.	7.2.9.1	Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.2.10.1	Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.
7	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.	7.2.12.1	Distinguish between groups that benefit and that are hurt by a specific trade policy.
7	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	7.3.13.1	Create and evaluate fixed and dynamic maps from different places, times and perspectives using geospatial technologies.
7	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	7.3.13.2	Investigate spatial questions to make claims and support them with evidence from maps.
7	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	7.3.14.1	Describe how physical and human characteristics and power structures influence the function of places over time.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.3.15.1	Analyze patterns of movement concerning migration of peoples, movement of goods and ideas, trade networks, and interconnections between places that impacted life in the American colonies.
7	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	7.3.17.1	Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of Indigenous peoples throughout the past in the United States.
7	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.	7.4.18.1	Compare and contrast the impact of the Civil War and Reconstruction on different groups in the United States and its territories, and identify one dominant narrative and one non-dominant narrative.
7	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.	7.4.18.2	Describe the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restrictions and Indian Removal.
7	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.	7.4.18.3	Analyze connections between World War II, Fascism and the Holocaust. Identify the relationship between individuals' experiences of these events and broader historical contexts.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.4.18.4	Trace the origins of the Long Civil Rights Movement by identifying key events and explaining their significance.
7	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	7.4.19.1	Examine the history of U.S. expansion from multiple Indigenous perspectives.
7	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	7.4.19.2	Analyze multiple perspectives (social, political, economic) about the Cold War and describe why some perspectives may have changed over time.
7	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.	7.4.20.1	Use historical sources to describe the strategies used by suffragists in their campaigns to secure the right to vote. Determine whose voices are represented and whose voices are absent in the sources. Identify the 19th Amendment.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.4.20.2	Generate questions based on multiple historical sources and identify further areas of inquiry about the Great Depression, focusing on the impact on workers, women, and ethnic and racial minorities.
7	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.	7.4.20.3	Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience and whether the source contains citations.
7	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	7.4.21.1	Construct an argument using evidence from multiple sources, including primary sources, about the relationship between freedom and slavery in the early U.S. Republic.
7	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	7.4.21.2	Compare and contrast the central arguments in secondary works of history to examine the changing role of the United States on a global scale, including overseas expansion and the impact of U.S. involvement in World War I.

Grade	Strand	Standard	Code	Benchmark
7	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	7.4.21.3	Create a timeline of major technological, economic and/or social changes in the United States since the mid-20th century. Analyze the intended and unintended impact of those changes. Evaluate the relative influence of various causes of events and developments.
7	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.	7.4.22.1	Generate a hypothesis about the impact of the Industrial Revolution today using historical and geographic sources, including environmental and economic impacts.
7	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.	7.4.22.2	Identify a pressing contemporary issue in the student's community or the United States, examine its historical context and design a plan to address it.
7	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.	7.5.23.1	Examine the benefits and consequences of power and privilege on issues associated with poverty, income and the accumulation of wealth.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.5.24.1	Examine the goals and actions of community groups, organizations and other freedom movements that fought against injustices (i.e., local, national and global).
7	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.	7.5.24.2	Investigate the struggle for immigration rights and the rights of all immigrants in the United States.
7	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.	7.5.25.1	Examine the impact and memory of U.S. expansion and native dispossession today and how it's memorialized.

Grade	Strand	Standard	Code	Benchmark
7	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.	7.5.25.2	Examine the impact and legacy of the Civil Rights Movement, the American Indian Movement (AIM) and the women's rights movement today. Compare and contrast strategies and objectives of movements today with movements in the past.

Eighth Grade: Global Studies

Grade	Strand	Standard	Code	Benchmark
8	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	8.1.1.1	Participate in civil discourse on contemporary global issues in the world and evaluate arguments including identifying pros and cons.
8	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.	8.1.2.1	Identify and evaluate democratic principles in different world constitutions. Compare and contrast various systems of government and their methods of maintaining order and/or control.
8	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	8.1.3.1	Analyze the role of the Universal Declaration of Human Rights (UDHR) and non-governmental organizations in how human rights have been addressed in different countries.
8	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.	8.1.4.1	Compare and contrast the structures, foundations, powers, alliances and limitations of the United States government with the United Nations.
8	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.	8.1.5.1	Explain why governments belong to different types of alliances and international organizations, and describe how they influence public policy.

Grade	Strand	Standard	Code	Benchmark
8	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.	8.1.6.1	Compare the values, principles and rights in tribal constitutions with the U.S. Constitution.
8	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.	8.2.7.1	Evaluate the impact of different economic systems on socioeconomic development.
8	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.	8.2.8.1	Identify characteristics and goals of traditional, command, mixed and market-based economies.

Grade	Strand	Standard	Code	Benchmark
8	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.	8.2.10.1	Explain how the individual decisions of consumers, producers and government can impact the whole society in both positive and negative ways.
8	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.	8.2.11.1	Identify factors that affect economic growth (percentage changes in real gross domestic product [GDP]) and lead to a different standard of living in different nations and within nations.
8	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.	8.2.12.1	Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.
8	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	8.3.13.1	Use geospatial technologies to create and interpret maps. Evaluate which geographic tools to apply in different situations.

Grade	Strand	Standard	Code	Benchmark
8	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	8.3.13.2	Apply multiple perspectives to the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems.
8	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	8.3.14.1	Explain how physical and human characteristics influence how people live in different places.
8	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	8.3.14.2	Describe regions according to specific criteria and identify the role of power structures in constructing regions.
8	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.	8.3.15.1	Explain patterns of demographic changes and cultural diffusion from a local to global scale.
8	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.	8.3.15.2	Explain how distribution of natural resources influences political systems (societies). Analyze a regional example from both developing and developed regions.
8	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.	8.3.15.3	Explain how cultural characteristics influence changes in population. Analyze a regional example from both developing and developed regions.

Grade	Strand	Standard	Code	Benchmark
8	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.	8.3.15.4	Describe urbanization patterns. Analyze a regional example from both developing and developed regions.
8	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	8.3.16.1	Ask spatial questions to investigate the relationship between the environment and human activities and their impact on climate change.
8	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	8.3.17.1	Ask and answer questions about how physical and human characteristics influence one's sense of place and that of others.
8	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.	8.4.18.1	Describe political challenges and struggles of newly independent countries since World War II.
8	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.	8.4.18.2	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.

Grade	Strand	Standard	Code	Benchmark
8	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.	8.4.18.3	Analyze connections between revolutions, independence movements and social transformations since World War II from various perspectives.
8	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	8.4.19.1	Assess the influence of television, the Internet, and other media on cultural identity, gender identity, and social and political movements.
8	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	8.4.19.2	Describe varieties of spiritual and religious beliefs and practices in the contemporary world, including, but not limited to, Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions.
8	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.	8.4.20.1	Use primary and secondary sources to analyze how individuals, groups, and societies around the world have been affected by genocide, the Holocaust, and mass violence, including communities resettled in Minnesota.
8	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	8.4.21.1	Describe the development of at least one diasporic community throughout the world since 1950 due to regional conflicts, changing international labor demands and/or environmental factors.

Grade	Strand	Standard	Code	Benchmark
8	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	8.4.21.2	Describe how movements, political and social conditions, and new technologies have affected the lives of women in different parts of the world since 1950.
8	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.	8.4.22.1	Using historical analysis, predict a future global issue and make a hypothesis about its impact.
8	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.	8.5.23.1	Examine the cultures and histories of one or more ethnic groups who have immigrated to Minnesota since the 1950s.
8	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.	8.5.23.2	Examine one or more of the major circumstances leading to the arrival of new immigrants and refugee groups to Minnesota since the 1950s.

Grade	Strand	Standard	Code	Benchmark
8	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.	8.5.23.3	Examine economic patterns of migration locally and nationally and explore push-and-pull factors that lead to economic investment, divestment and destabilization.
8	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.	8.5.24.1	Examine the contributions immigrants in the United States have made on political ideas, agricultural developments, technological advancements and cultural traditions.
8	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.	8.5.25.1	Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.

Grades 9–12: Citizenship and Government

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	9.1.1.1	Demonstrate civic skills that enable people to be informed on current issues in order to monitor and influence state, local tribal, national or international affairs.
9	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	9.1.1.2	Demonstrate the skills necessary to participate in the election process and evaluate how access to voting is impacted by law and application of law.
9	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	9.1.1.3	Curate and evaluate various sources of information and forms of political persuasion, including digital, for validity, accuracy, ideology, emotional appeals, bias and prejudice.
9	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	9.1.1.4	Analyze how means of civic engagement are used to influence the American political system at all levels.
9	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.	9.1.2.1	Analyze the foundational ideas of the 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.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.1.2.2	Explain the significance of democratic values and principles to well-functioning democratic processes and elections.
9	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.	9.1.2.3	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 tension between liberty and equality at all levels.
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.1	Compare rights in the U.S. Constitution and the Bill of Rights and subsequent amendments, the rights in the Constitution of the State of Minnesota, and the Universal Declaration of Human Rights.
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.2	Explain the scope and limits of rights protected by the First and Second Amendments. Explain changes created by legislative action and court interpretation.
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.3	Explain the scope and limits of rights of the accused pretrial under the Fourth and Fifth Amendments. Explain changes created by legislative action and court interpretation.
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.4	Explain the scope and limits of rights of the accused during trial and punishment under the Sixth and Eighth Amendments. Explain changes created by legislative action and court interpretation.
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.5	Evaluate the current and historical interpretations of the principles of due process and equal protection of the law in the 14th Amendment. Analyze evolving civil rights in legislative action and court interpretation.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.6	Explain the responsibilities and duties for all individuals in a republic.
9	1. Citizenship and Government	3. Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.	9.1.3.7	Explain how citizenship processes, requirements and duties are established by law. Evaluate the struggle for citizenship since the founding period.
9	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.	9.1.4.1	Evaluate federalism and the provisions of the U.S. 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.
9	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.	9.1.4.2	Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article 1 of the U.S. Constitution.
9	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.	9.1.4.3	Analyze the purposes, organization, functions and processes of the executive branch as enumerated in Article 2 of the U.S. Constitution.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.1.4.4	Analyze the purposes, organization, functions and processes of the judicial branch as enumerated in Article 3 of the U.S. Constitution.
9	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.	9.1.4.5	Analyze how the United States political system is shaped by elections and the election process and procedures involved in voting.
9	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.	9.1.4.6	Describe the purposes, types and sources of laws and rules. Evaluate their impact.
9	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.	9.1.4.7	Explain the powers and operations of the State of Minnesota government as defined in its constitution and its relationship with the federal government and Tribal governments.
9	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.	9.1.4.8	Explain the powers and operations of local government in Minnesota.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.1.4.9	Compare and contrast the budgets of the United States and Minnesota governments, describing the major sources of revenue and categories of spending for each.
9	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.	9.1.4.10	Explain how individuals, corporations, cooperatives, labor, civic groups and/or other groups influence United States foreign policy.
9	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.	9.1.4.11	Explain the role of international law in world affairs. Evaluate the impact of the participation of nation states in international organizations.
9	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.	9.1.5.1	Analyze the impact of political parties on elections and public policy formation.
9	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.	9.1.5.2	Analyze the role of interest groups, various types of media and public opinion on the political process and public policy formation.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.1.5.3	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.
9	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.	9.1.6.1	Evaluate the unique political status of Tribal Nations in relation to the United States.
9	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.	9.1.6.2	Compare and contrast trust relationships between Tribal Nations and Minnesota's state and local governments, United States government and governments of other nations.
9	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.	9.1.6.3	Compare and contrast governing structures of Tribal Nations within Minnesota and the United States.
9	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.	9.1.6.4	Examine contemporary challenges and successes regarding Tribal Nations and the United States government (local, state, federal).

Grades 9–12: Economics

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.7.1	Use economic analysis to explore an economic question.
9	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.	9.2.8.1	Describe the opportunity cost of a choice and analyze the consequences of a specific choice, both intended and unintended.
9	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.	9.2.8.2	Explain how the availability of and access to productive resources and technology limits the production of goods and services.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.8.3	Compare and contrast the characteristics of traditional, command (planned), market-based and mixed economic systems. Demonstrate how most economies are mixed economies with varying degrees of government involvement.
9	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.	9.2.8.4	Define broad long-run economic goals, and describe the trade-offs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.
9	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.	9.2.8.5	Identify measures of income distribution, wealth distribution, causes of income inequality, and poverty. Explain how these affect, and are affected by, the economy. Evaluate the effectiveness of, and incentives created by, government income redistribution programs.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.9.1	Analyze how individual or household income is determined by a variety of individual and social factors.
9	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.	9.2.9.2	Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.
9	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.	9.2.9.3	Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.9.4	Evaluate the benefits and costs of credit. Explain how the financial industry assesses one's ability to manage credit and how this affects one's ability to borrow, rent, get a job and achieve other financial goals.
9	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.	9.2.9.5	Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.
9	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.	9.2.10.1	Use economic models to explain how resources, money, and goods and services are exchanged in an economy.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.10.2	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.
9	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.	9.2.10.3	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.
9	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.	9.2.10.4	Use the market model (supply and demand) to analyze how the interaction of individual buyers and sellers affects equilibrium price and quantity and how shortages and surpluses affect prices.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.10.5	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.
9	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.	9.2.10.6	Compare and contrast characteristics of various market structures.
9	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.	9.2.10.7	Analyze the impact of various market structures on long-run profit, price, and production and efficiency in a market. Explain how market power can affect consumers.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.10.8	Analyze the causes of market failures due to lack of competition and lack of perfect information and barriers to resource mobility. Evaluate potential remedies.
9	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.	9.2.10.9	Analyze the causes of market failures due to externalities and public goods and common resources. Evaluate potential remedies.
9	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.	9.2.11.1	Measure full employment in terms of the unemployment rate and various types of unemployment. Analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.11.2	Measure inflation in terms of a percentage change in a price index. Analyze past and recent data to explain how the money supply is related to long-run inflation and how inflation affects buyers, sellers, borrowers and lenders.
9	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.	9.2.11.3	Evaluate economic growth using a variety of indicators. Analyze past and recent data to identify factors that promote or hinder long-run economic growth and its sustainability.
9	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.	9.2.11.4	Graph short-run aggregate demand and aggregate supply to describe change in output, employment and the price level.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.11.5	Analyze and evaluate how various government fiscal policies are likely to impact overall output, employment, the price level and the national deficit/debt.
9	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.	9.2.11.6	Compare and contrast how various monetary policies of the Federal Reserve are implemented. Predict how these policies are likely to impact overall output, employment and the price level.
9	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.	9.2.11.7	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.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.2.12.1	Apply the principles of absolute and comparative advantage to explain the increase in world production. Identify the situations in which groups could benefit or lose with free-trade treaties, trading blocs and trade barriers.
9	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.	9.2.12.2	Explain how the demand and supply (foreign exchange) of currencies determines exchange rates and, in turn, affects trade.

Grades 9–12: Geography

Grade	Strand	Standard	Code	Benchmark
9	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	9.3.13.1	Create tables, graphs, charts, diagrams and various kinds of maps using geospatial technologies to depict the geographic implications of current world events or to solve geographic problems.
9	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	9.3.13.2	Use geospatial technologies and cultural perspectives to engage in the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.
9	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	9.3.14.1	Apply geographic models to explain the location of economic activities, land use patterns and resources from a local to a global perspective. Critique these models to investigate (understand) how they were influenced by power or analyze the models through a critical lens.
9	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	9.3.14.2	Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.
9	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	9.3.14.3	Describe patterns of production and consumption of agricultural commodities that are traded among nations.
9	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.	9.3.15.1	Compare and describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.3.15.2	Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions. (Demographic transition models)
9	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.	9.3.15.3	Explain migration patterns, including forced migration and displacement, in the modern era at a range of scales from local to global.
9	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.	9.3.15.4	Analyze the factors that influence the growth and spatial distribution of cities in the United States and the world.
9	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.	9.3.15.5	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.
9	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.	9.3.15.6	Explain the spread of culture using the concept of diffusion and diffusion models.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.3.15.7	Describe the effects of sovereignty, nationalism and supranationalism on the establishment of political boundaries and economic activities.
9	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.	9.3.15.8	Analyze the impact of colonialism, from multiple perspectives, 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.
9	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	9.3.16.1	Ask spatial questions and acquire geospatial sources to investigate the relationship between the environment and human activities and the impacts of climate change.
9	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	9.3.16.2	Analyze patterns of production and consumption of energy and the impact it has on climate change.
9	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	9.3.16.3	Design an action plan to address the disproportionate impacts of environment issues and climate change on different communities from local to national scales.
9	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	9.3.17.1	Investigate one's multiple identities based on location, place, culture and in relation to others.
9	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	9.3.17.2	Analyze how sense of place has changed over time and how people are reclaiming their sense of place.

Grade	Strand	Standard	Code	Benchmark
9	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	9.3.17.3	Explain the social construction of race and how it was used to oppress people of color. 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.
9	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	9.3.17.4	Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and Indigenous nations, and take action to affect policy.

Grades 9–12: History

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.18.1	World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Evaluate different narratives about how human migration from Africa to other regions in the world led to environmental changes and human adaptation.
9	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.	9.4.18.2	World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Identify and examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa.
9	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.	9.4.18.3	World History Era 3: Interregional Networks and Exchange (700–1500)—Evaluate narratives about the creation and influence of trade networks connecting Asia, Europe and Africa.
9	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.	9.4.18.4	World History Era 4: The First Global Age (1400–1800)—Identify and evaluate dominant and non-dominant narratives about the first global age.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.18.5	World History Era 5: Revolutions, Empires and Nations (1750–1900)—Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution.
9	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.	9.4.18.6	World History Era 6: The New Global Era (1900–Present)—Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.
9	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.	9.4.18.7	World History Era 6: The New Global Era (1900–Present)—Identify how ideas and norms about gender and sexuality have changed over time and how members of the LGBTQ+ community have advocated for gender equality and equity.
9	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.	9.4.18.8	U.S. History Era 1: Indigenous Histories—Examine multiple Indigenous narratives about early North American history.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.18.9	U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Evaluate European, Indigenous and African diasporic historical narratives about colonialism and slavery.
9	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.	9.4.18.10	U.S. History Era 3: Freedom, Unfreedom and Revolution— Identify and analyze dominant and non-dominant narratives about the American Revolution.
9	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.	9.4.18.11	U.S. History Era 4: Imperial Expansion and Native Dispossession— Evaluate historical narratives about U.S. imperial expansion, native dispossession (specifically Indian Removal), Manifest Destiny and Indigenous perspectives.
9	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.	9.4.18.12	U.S. History Era 5: Slavery, Civil War and Reconstruction— Examine how debates over slavery, freedom and rights during and after the Civil War influenced the status and rights of European immigrants, Mexicans and Mexican Americans, women, Asian Americans and/or Indigenous people in comparison to African Americans.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.18.13	U.S. History Era 6: Migration, Imperialism and Inequality— Evaluate historical and contemporary arguments about the relationship between U.S. expansion and migration and the role of the United States as an overseas empire.
9	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.	9.4.18.14	U.S. History Era 7: U.S. and the World—Analyze the connections between nationalism, Fascism, World War II and the Holocaust on a global scale and in the United States.
9	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.	9.4.18.15	U.S. History Era 8: Civil Rights Struggles—Analyze complex and interacting factors within the Long Civil Rights Movement. Identify obstacles to the success of the various civil rights movements, such as Black, Indigenous, women, Latinx American, Asian American and/or Queer rights movements. Identify intersections between the movements. Explain strategies used to overcome the obstacles and the role of key leaders and groups.
9	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.	9.4.18.16	U.S. History Era 9: Contested Freedoms—Identify and evaluate how governmental and non-governmental institutions have responded to foreign and domestic terrorism in the United States. Identify and evaluate how those responses have been influenced by xenophobic and Islamophobic perspectives.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.1	World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Examine and compare and contrast narratives about human origins developed by different societies. Analyze how these narratives embed social values and concepts.

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.2	World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Analyze the emergence, development and impact of multiple religions and philosophies from at least three different regions, including Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.3	World History Era 3: Interregional Networks and Exchange (700–1500)—Identify different historical perspectives about religion, slavery, feudalism and disease in Europe and the Mediterranean World, including the Ottoman Empire.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.4	World History Era 4: The First Global Age (1400–1800)—Identify major intellectual, scientific and/or religious developments of the first global age and their influence today.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.5	World History Era 5: Revolutions, Empires and Nations (1750–1900)—Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean, Asia and Africa.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.6	World History Era 6: The New Global Era (1900–Present)—Identify major developments in science, medicine and technology. Identify different perspectives about the benefits, dangers and unexpected consequences of these developments for society and the environment.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.7	U.S. History Era 1: Indigenous Histories—Identify multiple Indigenous concepts of boundary-making and relationship-building with the environment through economic, political and kinship systems.

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.8	U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Identify how Indigenous people built new coalitions and developed a diverse set of strategies in response to European settler colonialism. Examine how Indigenous perspectives and strategies may have changed over time.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.9	U.S. History Era 3: Freedom, Unfreedom and Revolution— Examine Black, Indigenous, working class and/or women’s perspectives on a major issue that occurred during the American Revolution and the early Republic.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.10	U.S. History Era 4: Imperial Expansion and Native Dispossession— Identify and analyze Mexican, Asian, African American and/or Indigenous perspectives on the Mexican War, the Louisiana Purchase, Texas, the Gold Rush, the trans-continental railroad and/or other U.S. territorial acquisition strategies.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.11	U.S. History Era 5: Slavery, Civil War and Reconstruction— Identify and analyze how enslaved and freed people of color resisted slavery, built coalitions and navigated discrimination and racism in the United States.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.12	U.S. History Era 6: Migration, Imperialism and Inequality— Identify patterns, intersections and causes of stratification (including racial, class, gender, citizenship status and/or religion) that lead to social inequalities. Identify their impact on both individuals and groups in the United States and across the world.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.13	U.S. History Era 7: U.S. and the World— Analyze how historical developments shaped and continue to shape people’s perspectives about the Cold War, capitalism, socialism and communism on a global scale and in the United States.

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.14	U.S. History Era 8: Civil Rights Struggles—Describe different perspectives regarding the role of the United States in Southeast Asia, including the Vietnam War. Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war.
9	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.	9.4.19.15	U.S. History Era 9: Contested Freedoms—Examine conflicting perspectives about the impact of federal policies and legislation on American society, specifically taxation, criminal justice, incarceration, free trade and immigration.
9	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.	9.4.20.1	World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources.
9	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.	9.4.20.2	World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Identify different types of historical sources, both textual and non-text-based, in order to interpret surviving evidence about ancient cities, societies and empires. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.20.3	World History Era 3: Interregional Networks and Exchange (700–1500)—Use historical sources to identify and describe at least two different cultures in Africa, such as Swahili, Ghana and/or Mali, Songhai. Identify their short- and long-term influence on African history and society.
9	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.	9.4.20.4	World History Era 4: The First Global Age (1400–1800)— Investigate and interpret multiple primary and/or secondary sources to understand and analyze the perspectives of individuals and communities who have traditionally been underrepresented in historical narratives about the first global age. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
9	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.	9.4.20.5	World History Era 5: Revolutions, Empires and Nations (1750–1900)—Investigate and interpret multiple primary sources from the Age of Revolutions. Analyze why they were written or created. Consider what perspectives and narratives are absent from these sources.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.20.6	World History Era 6: The New Global Era (1900–Present)— Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
9	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.	9.4.20.7	U.S. History Era 1: Indigenous Histories— Interpret a variety of historical sources (including objects, artistic works, written accounts and oral narratives) in order to develop a nuanced understanding of the multiple, diverse and complex societies in North America before European colonialism.
9	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.	9.4.20.8	U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Investigate historical sources about colonialism, religion and slavery, asking who created them and whose interests were articulated or excluded. Analyze the ways in which the perspectives of those recording history shaped the history that they produced.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.20.9	U.S. History Era 3: Freedom, Unfreedom and Revolution— Examine the founding documents and early statutes of the United States, focusing on the Declaration of Independence, the Constitution and the Great Law of Peace (Haudenosaunee Constitution) as historical sources, asking who created them, whose voices were absent and whose interests were articulated or excluded.
9	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.	9.4.20.10	U.S. History Era 4: Imperial Expansion and Native Dispossession— Interpret multiple primary or secondary sources to understand and analyze the perspectives of individuals and communities who were affected by and/or participated in imperial expansion and Native Dispossession, including Indigenous, Mexican, Black and/or Asian perspectives.
9	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.	9.4.20.11	U.S. History Era 5: Slavery, Civil War and Reconstruction— Interpret multiple primary sources related to the Civil War and abolition in order to analyze how Black and white abolitionists successfully pressured the U.S. government to end slavery.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.20.12	U.S. History Era 6: Migration, Imperialism and Inequality— Interpret historical sources created by North American Indigenous peoples and other colonized peoples (i.e., Cubans, Filipinos, Puerto Ricans, Hawaiians, etc.) in order to examine how they responded to changes in federal Indian policy and/or foreign policy, especially regarding migration, forced removal, sovereignty, land ownership, education, religion and assimilation. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
9	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.	9.4.20.13	U.S. History Era 7: U.S. and the World— Interpret multiple primary sources to explore the experiences of refugees and immigrants to the United States during the mid-20 th century. Use secondary sources to contextualize their experiences.
9	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.	9.4.20.14	U.S. History Era 8: Civil Rights Struggles— Interpret how new media (e.g., television, internet and social media) and new technologies (e.g., computers, drones) have influenced the creation, interpretation and memory of historical events.

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.1	World History Era 1: Early Human History (250,000 BCE–2,000 BCE)— Explain the interrelationship between the emergence of domestication and agriculture, the development of complex societies, and the environment and climate.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.2	World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)— Create an argument about the emergence and characteristics of complex societies, the development of new technologies and the impact of human society on the environment.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.3	World History Era 3: Interregional Networks and Exchange (700–1500)— Construct a narrative account about the emergence and expansion of Indigenous societies in the Americas and/or trade networks between multiple Indigenous societies in the Americas using historical sources.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.4	World History Era 4: The First Global Age (1400–1800)— Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges. Evaluate who benefitted from these changes and who did not.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.5	World History Era 5: Revolutions, Empires and Nations (1750–1900)— Explain the causes, interconnections, and global consequences of three or more independence movements, rebellions, or revolutions in the Atlantic World. Distinguish between long-term causes and triggering events in developing a historical argument.

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.6	World History Era 6: The New Global Era (1900–Present)— Describe and evaluate different responses to the Holocaust and other genocides and human rights violations.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.7	World History Era 6: The New Global Era (1900–Present)— Analyze multiple and complex causes and effects of decolonization and independence movements in the 20 th and 21 st centuries.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.8	U.S. History Era 1: Indigenous Histories—Construct an argument about Indigenous history before European colonialism, using multiple sources.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.9	U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Describe the ways that Indigenous peoples managed the environment before European colonialism. Examine the impact of capitalism on those ways of environmental management as well as global trade networks.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.10	U.S. History Era 3: Freedom, Unfreedom and Revolution— Develop an argument based on multiple historical sources about the relationship between revolutions and/or rebellions in the Americas, including, but not limited to, the American Revolution and the Haitian Revolution. Distinguish between long-term causes and triggering events in developing a historical argument.

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.11	U.S. History Era 4: Imperial Expansion and Native Dispossession—Critique the central argument in secondary historical sources about the Industrial Revolution and its relationship to new technologies, accelerated expansion, capitalist growth, slavery and/or colonialism.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.12	U.S. History Era 5: Slavery, Civil War and Reconstruction—Analyze multiple and complex causes and effects of the U.S. Civil War and its impact on African Americans and Indigenous people.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.13	U.S. History Era 6: Migration, Imperialism and Inequality—Describe and analyze the effectiveness of political and cultural responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.14	U.S. History Era 7: U.S. and the World—Construct an argument about the impact of the technological changes on American society and popular culture in the post-World War II era.
9	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	9.4.21.15	U.S. History Era 8: Civil Rights Struggles—Explain the difference between an immigrant and a refugee. Describe various immigrant, migrant and refugee groups, focusing on Hmong, Somali, Indian, Ethiopian and Latinx people who have come to the United States. Examine different responses to immigration and the growing diversity of the United States.
9	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.	9.4.22.1	World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Consider what it means to have a “successful” society and examine how some societies have adapted to social, environmental and/or political changes. Evaluate whether these adaptations can be applied to human society today.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.22.2	World History Era 3: Interregional Networks and Exchange (700–1500)—Identify the influence of Islamic centers of learning on the European Renaissance, the Scientific Revolution and society today.
9	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.	9.4.22.3	World History Era 4: The First Global Age (1400–1800)—Analyze how caste systems based upon race, social class and religion have been used to justify imperialism, colonization, warfare and chattel slavery. Analyze how those caste systems and justifications have changed over time and how they influence our society today.
9	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.	9.4.22.4	World History Era 5: Revolutions, Empires and Nations (1750–1900)—Identify the long-term economic, political and cultural impacts of imperialism today, focusing on neo-imperialism and movements of anti-imperialism.
9	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.	9.4.22.5	World History Era 6: The New Global Era (1900–Present)—Examine multiple strategies used by the environmental movement of the 20 th and 21 st centuries. Identify individuals and groups today who are building on that legacy.
9	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.	9.4.22.6	World History Era 6: The New Global Era (1900–Present)—Draw on historical examples to propose a solution to a pressing global issue.
9	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.	9.4.22.7	U.S. History Era 1: Indigenous Histories—Examine the survival of Indigenous nations in the contemporary world and examine how Indigenous people have contested narratives of erasure that have silenced their histories.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.22.8	U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Examine the contemporary significance of foundational dates in U.S. History, specifically dates related to the founding of the North American colonies (1492, 1607, 1620), the development of the institution of slavery (1619) and the founding of the United States as an independent country (1776, 1789). Construct an argument using precise and knowledgeable claims, with evidence from multiple sources, about how one or more of these dates became memorialized in the 19 th , 20 th , or 21 st centuries.
9	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.	9.4.22.9	U.S. History Era 3: Freedom, Unfreedom and Revolution— Examine the meaning of freedom in the Revolutionary era and today. Examine how groups and communities have fought for freedom, revolution and anti-colonialism.
9	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.	9.4.22.10	U.S. History Era 4: Imperial Expansion and Native Dispossession— Compare and contrast historical memorialization of “pioneers” and frontiers versus dispossession and homelands.
9	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.	9.4.22.11	U.S. History Era 5: Slavery, Civil War and Reconstruction— Examine how people today view the successes and failures of Reconstruction and the implementation of the 13 th , 14 th , and 15 th Amendments on the overall impact to reduce discrimination and inequality.
9	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.	9.4.22.12	U.S. History Era 6: Migration, Imperialism and Inequality— Examine the causes and impact of the Great Depression on individuals, communities and institutions. Evaluate the impact of the New Deal and assess how people today view government responses to economic crises, including who is helped or hurt by action or inaction.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.4.22.13	U.S. History Era 7: U.S. and the World—Develop an argument about what human rights should encompass today and/or in the future and what national and/or international institutions should do to protect those rights.
9	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.	9.4.22.14	U.S. History Era 9: Contested Freedoms—Draw on historical examples to propose a viable solution to a pressing economic, environmental or social issue.

Grades 9-12: Ethnic Studies

Grade	Strand	Standard	Code	Benchmark
9	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.	9.5.23.1	Analyze how the definitions, identifications and understanding of racial and ethnic groups have changed over time as a result of politics.
9	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.	9.5.23.2	Examine the construction of racialized hierarchies based on colorism and dominant European beauty standards and values. Examine the construction of hierarchies based on classism, racism, colorism and dominant beauty standards and values.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.5.23.3	Investigate the connection between language and power and how it has been used for and against various racialized and ethnic groups.
9	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.	9.5.23.4	Investigate how the establishment of the Minnesota and U.S. government upheld and violated ideas of freedom, equality and justice for individuals and groups.
9	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.	9.5.23.5	Examine the impact of U.S. imperialism and foreign policy on immigration patterns.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.5.23.6	Describe and analyze examples of how religions develop and change over time in response to differing social, historical, and political contexts, including, but not limited to, Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions.
9	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.	9.5.24.1	Compare and contrast the liberation struggles of people in different regions of the world that have fought for self-determination, liberation, and the empowerment of disenfranchised and/or marginalized groups.
9	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.	9.5.24.2	Examine the characteristics of freedom movements; develop an analysis of racial capitalism, political economy, anti-Blackness, Indigenous sovereignty, illegality and indigeneity.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.5.25.1	Evaluate the legacy and lasting effects of the civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns.
9	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.	9.5.25.2	Analyze contemporary representations (Indigenous and Non-Indigenous) of Indigenous history, iconography, imagery, symbolism and culture today.
9	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.	9.5.25.3	Apply methodologies of fugitivity to map-making, economics and education.

Grade	Strand	Standard	Code	Benchmark
9	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.	9.5.25.4	Explore how criminality is constructed and how social, political and legal systems define a person as a criminal, and the possible impact of that label on individuals and communities.