Kindergarten – Citizenship and Government (1/1)

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.

K.1.2.1
Consider and describe ways group members show they belong to the group.

K.1.3.1
List personal group associations and name personal roles and responsibilities to each of those groups.

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.

First – Citizenship and Government (1/1)

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.

1.1.2.1
Identify a symbol, song, pledge or tradition that is important to them and explain why. Describe ways people show patriotism.

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.

1.1.4.1
Identify characteristics of effective rules and participate in a process to establish classroom rules.

1.1.4.2
Explain how voting determines who will be president and vice-president and identify the president and vice-president.

1.1.6.1
Identify a Tribal Nation in Minnesota and list what unites the members as a nation.

Second – Citizenship and Government (1/1)

2.1.1.1
Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.

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 rules and accepting the results of an election.

2.1.6.1
Describe how tribal government structures govern the affairs of the nation.

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.

2.1.4.1
Identify a level of government and describe the role it serves in the lives of community members.

Third – Citizenship and Government (1/1)

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.

3.1.3.1
Explain the principles of majority rule with minority rights and describe how civil discourse supports respect for diverse viewpoints.

3.1.5.1
Identify a local public problem and describe ways individuals and groups can take informed action to influence decisionmakers to make a difference in the civic life of their communities.

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.

3.1.6.1
Locate the 11 Tribal Nations of Minnesota and describe how Tribal Nations interact with local or state government.

Fourth – Citizenship and Government (1/1)

4.1.1.1
Describe how consensus building is used to identify and respond to a community problem.

4.1.2.1
Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.

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.

4.1.5.1
Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.

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.

Fifth – Citizenship and Government (1/1)

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.

5.1.6.1
Describe a U.S. Federal Indian policy and explain how it impacts Tribal Nation self-determination and agency.

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.

5.1.4.1
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.

Sixth – Citizenship and Government (1/1)

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.

6.1.2.1
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.

6.1.3.1
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.

6.1.4.1
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.

6.1.4.2
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.

6.1.6.1
Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.

Seventh – Citizenship and Government (1/1)

7.1.1.1
Participate in civil discourse on issues in the contemporary United States and evaluate arguments, including identifying pros and cons.

7.1.2.1
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.

7.1.3.1
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.

7.1.4.1
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.

7.1.5.1
Explain how political parties, interest groups, various types of media and public opinion shape public policy formation.

7.1.6.1
Explain the impacts of treaties and policies from the perspectives of the United States and Tribal Nations. Analyze ways in which Tribal Nations are seeking to enforce treaty rights.

Eighth – Citizenship and Government (1/1)

8.1.1.1
Participate in civil discourse on contemporary global issues in the world and evaluate arguments, including identifying pros and cons.

8.1.2.1
Identify and evaluate democratic principles in different world constitutions. Compare various systems of government and their methods of maintaining order and/or control.

8.1.3.1
Analyze the role of the Universal Declaration of Human Rights (UDHR) and non-government organizations in how human rights have been addressed in different countries.

8.1.4.1
Compare and contrast the structures, foundations, powers, alliances and limitations of the United States government with the United Nations.

8.1.5.1
Explain why governments belong to different types of alliances and international organizations and describe how they influence public policy.

8.1.6.1
Compare the values, principles and rights in tribal constitutions with the U.S. Constitution.

Ninth – Citizenship and Government (1/5)

9.1.2.2
Explain the significance of democratic values and principles to well-functioning democratic processes and elections.

9.1.1.2
Demonstrate the skills necessary to participate in the election process. Evaluate how access to voting is impacted by law and application of law.

9.1.1.4
Analyze how means of civic engagement are used to influence the American political system at all levels.

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.

9.1.1.1
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.

9.1.2.1
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.

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.

Ninth – Citizenship and Government (2/5)

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.

9.1.3.2
Explain the scope and limits of rights protected by the First and Second Amendments. Explain changes created by legislative action and court interpretation.

9.1.3.3
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.

9.1.3.4
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.

9.1.3.5
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.

9.1.3.6
Explain the responsibilities and duties for all individuals in a republic.

9.1.3.7
Explain how citizenship processes, requirements and duties are established by law. Evaluate the struggle for citizenship since the founding period.

Ninth – Citizenship and Government (3/5)

9.1.4.6
Describe the purposes, types and sources of laws and rules. Evaluate their impact.

9.1.4.5
Analyze how the United States political system is shaped by elections and the election process and procedures involved in voting.

9.1.4.3
Analyze the purposes, organization, functions and processes of the executive branch as enumerated in Article 2 of the U.S. Constitution.

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.

9.1.4.1
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.

9.1.4.2
Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article 1 of the U.S. Constitution.

9.1.4.7
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.

Ninth – Citizenship and Government (4/5)

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.

9.1.4.9
Compare the budgets of the United States and Minnesota governments, describing the major sources of revenue and categories of spending for each.

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.

9.1.5.2
Analyze the role of interest groups, various types of media and public opinion on the political process and public policy formation.

9.1.4.8
Explain the powers and operations of local government in Minnesota.

9.1.5.1
Analyze the impact of political parties on elections and public policy formation.

9.1.4.10
Explain how individuals, corporations, cooperatives, labor, civic and/or other groups influence United States foreign policy.

Ninth – Citizenship and Government (5/5)

9.1.6.4
Examine contemporary challenges and successes regarding Tribal Nations and the United States government (local, state, federal).

9.1.6.1
Evaluate the unique political status of Tribal Nations in relation to the United States.

9.1.6.3
Compare governing structures of Tribal Nations within Minnesota and the United States.

9.1.6.2
Compare trust relationships between Tribal Nations and Minnesota's state and local governments, United States government and governments of other nations.

Kindergarten – Economics (1/1)

K.2.12.1
Explain why people agree to trade.

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.

K.2.7.1
Use cost-benefit analysis as a group to solve a problem.

K.2.9.1
Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).

First – Economics (1/1)

1.2.12.1
List examples of goods that people buy from different countries.

1.2.11.1
Explain that an economy is a system for using resources and distributing goods and services within a community.

1.2.7.1
Use cost-benefit analysis for two available alternatives to make a decision.

1.2.8.1
Define scarcity as not having enough of something to satisfy everyone’s wants and give examples.

Second – Economics (1/1)

2.2.9.1
Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

2.2.7.1
Investigate what characteristics allow an item to function as currency.

2.2.8.1
Provide an example of an opportunity cost, which is the next best alternative when a choice is made.

Third – Economics (1/1)

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.

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.

3.2.9.1
Identify possible short- and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.

Fourth – Economics (1/1)

4.2.8.1
Explain how incentives can change people's decisions about resource use.

4.2.10.1
Explain what it means for a resource to be productive and how productivity can increase.

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.

4.2.7.1
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.

Fifth – Economics (1/1)

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.

5.2.10.1
Calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

5.2.11.1
Investigate the relationship between individual well-being and the well-being of an entire community or nation.

5.2.12.1
Explain how government decisions concerning trading relationships may impact people differently within a community or nation.

Sixth – Economics (1/1)

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.

6.2.12.1
Explain why companies might move production to other states or countries.

6.2.11.1
Describe the movement of goods and services, resources and money through markets at the community, national and global level.

6.2.11.2
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.

Seventh – Economics (1/1)

7.2.7.1
Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war.

7.2.8.1
Explain different ways that goods and services can be allocated when scarcity exists.

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.

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.

7.2.12.1
Distinguish between groups that benefit and that are hurt by a specific trade policy.

Eighth – Economics (1/1)

8.2.7.1
Evaluate the impact of different economic systems on socioeconomic development.

8.2.8.1
Identify characteristics and goals of traditional, command, mixed and market-based economies.

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.

8.2.11.1
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.

8.2.12.1
Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.

Ninth – Economics (1/5)

9.2.8.1
Describe the opportunity cost of a choice and analyze the consequences of a specific choice, both intended and unintended.

9.2.7.1
Use economic analysis to explore an economic question.

9.2.8.2
Explain how the availability of and access to productive resources and technology limits the production of goods and services.

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.

9.2.8.4
Define broad long-run economic goals, and describe the trade-offs that exist between them. Evaluate how different economic systems prioritize these goals and the intended and unintended consequences.

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.

9.2.9.1
Analyze how individual or household income is determined by a variety of individual and social factors.

Ninth – Economics (2/5)

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.

9.2.9.3
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.

9.2.9.4
Evaluate the benefits and costs of credit. Explain how the financial industry assesses an individual's ability to manage credit and how this affects their ability to borrow, rent, get a job and achieve other financial goals.

9.2.9.5
Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.

9.2.10.1
Use economic models to explain how resources, money and goods and services are exchanged in an economy.

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.

9.2.10.3
Graph market supply. 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.

Ninth – Economics (3/5)

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.

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.

9.2.10.6
Compare and contrast characteristics of various market structures.

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.

9.2.10.8
Analyze the causes of market failures due to lack of competition, lack of perfect information and barriers to resource mobility. Evaluate potential remedies.

9.2.10.9
Analyze the causes of market failures due to externalities and public goods and common resources. Evaluate potential remedies.

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.

Ninth – Economics (4/5)

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.

9.2.11.3
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.

9.2.11.5
Analyze and evaluate how various government fiscal policies are likely to impact overall output, employment, the price level and the national deficit/debt.

9.2.11.2
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.

9.2.11.7
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.

9.2.11.4
Graph short-run aggregate demand and aggregate supply to describe change in output, employment and the price level.

9.2.11.6
Compare 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.

Ninth – Economics (5/5)

9.2.12.2
Explain how the demand and supply (foreign exchange) of currencies determines exchange rates and, in turn, affects trade.

Kindergarten – Geography (1/1)

K.3.13.1
Explain or show routes between locations using both fixed and dynamic maps from local to global scales.

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.3.14.1
Identify physical and human characteristics and find examples in the local community and within stories.

First – Geography (1/1)

1.3.15.1
Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.

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.

1.3.14.1
Describe the unifying characteristics of specific classroom and school regions.

Second – Geography (1/1)

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.

2.3.13.1
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.

2.3.14.1
Ask and answer spatial questions about physical and human characteristics in the environment.

Third – Geography (1/1)

3.3.13.1
Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.

3.3.17.1
Describe how different places, including school, the environment or local community, make them feel.

3.3.14.1
Differentiate physical regions from human regions and identify examples from the past and today.

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.

Fourth – Geography (1/1)

4.3.13.1
Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.

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.

4.3.13.2
Ask spatial questions and acquire geographic sources from different perspectives to answer them.

4.3.14.2
Describe physical and human characteristics needed for different types of agricultural and energy production regions.

4.3.17.1
Analyze how different perspectives have influenced decisions about where to locate and name places.

4.3.16.1
Explain how changes in climate and choices humans make impact environments from local to global scales.

Fifth – Geography (1/1)

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.

5.3.13.2
Investigate spatial problems and then act by communicating conclusions with authentic audiences.

5.3.14.1
Explain how physical and human characteristics and power structures are used to create regions on the land.

5.3.15.1
Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.

5.3.16.1
Describe how the choices people make have impacted a physical environment over time.

5.3.17.1
Analyze how different perspectives influenced past decisions to name places and impact changing place names today.

Sixth – Geography (1/1)

6.3.13.2
Use geographic tools to support a claim with evidence and explain reasoning to address a spatial problem within Minnesota.

6.3.13.1
Use geospatial technologies to create and interpret fixed and dynamic maps that represent Mni Sóta Maḳoce and Minnesota.

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.

6.3.15.1
Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.

6.3.16.1
Evaluate how two (or more) different communities address the issues related to climate change in Minnesota.

Seventh – Geography (1/1)

7.3.13.1
Create and evaluate fixed and dynamic maps from different places, times and perspectives using geospatial technologies.

7.3.13.2
Investigate spatial questions to make claims and support them with evidence from maps.

7.3.14.1
Describe how physical and human characteristics and power structures influence the function of places over time.

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.

7.3.17.1
Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of Indigenous peoples throughout the past in the United States.

Eighth – Geography (1/2)

8.3.13.1
Use geospatial technologies to create and interpret maps. Evaluate which geographic tools to apply in different situations.

8.3.13.2
Apply multiple perspectives to the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems.

8.3.14.1
Explain how physical and human characteristics influence how people live in different places.

8.3.14.2
Describe regions according to specific criteria and identify the role of power structures in constructing regions.

8.3.15.1
Explain patterns of demographic changes and cultural diffusion 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.

8.3.15.3
Explain how cultural characteristics influence changes in population. Analyze a regional example from both developing and developed regions.

Eighth – Geography (2/2)

8.3.15.4
Describe urbanization patterns. Analyze a regional example from both developing and developed regions.

8.3.17.1
Ask and answer questions about how physical and human characteristics influence their sense of place and that of others.

8.3.16.1
Ask spatial questions to investigate the relationship between the environment and human activities and their impact on climate change.

Ninth – Geography (1/3)

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.

9.3.13.2
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.

9.3.14.1
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.

9.3.14.2
Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.

9.3.14.3
Describe patterns of production and consumption of agricultural commodities that are traded among nations.

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.

9.3.15.2
Compare 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)

Ninth – Geography (2/3)

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.

9.3.15.4
Analyze the factors that influence the growth and spatial distribution of cities in the United States and the world.

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.

9.3.15.6
Explain the spread of culture using the concept of diffusion and diffusion models.

9.3.15.7
Describe the effects of sovereignty, nationalism and supranationalism on the establishment of political boundaries and economic activities.

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.

9.3.16.1
Ask spatial questions and acquire geospatial sources to investigate the relationship between the environment and human activities and the impacts of climate change.

Ninth – Geography (3/3)

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.

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.

9.3.17.2
Analyze how sense of place has changed over time and how people are reclaiming their sense of place.

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.

9.3.16.2
Analyze patterns of production and consumption of energy and the impact it has on climate change.

9.3.17.1
Investigate multiple identities based on location, place, culture and in relation to others.

Kindergarten – History (1/1)

K.4.18.1
Ask historical questions about a past event in an individual's family, school or local community.

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.

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.4.21.1
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.4.22.1
Retell and discuss a story about diverse individuals or groups in the past that illustrates honesty, courage, friendship, respect and/or responsibility.

First – History (1/1)

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.

1.4.19.1
Examine multiple accounts of an event, identifying different perspectives.

1.4.20.1
Investigate historical sources to describe how people lived at a particular time in the past. Identify who created the source.

1.4.21.1
Create a timeline to identify a sequence of events in their life or community.

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.

Second – History (1/1)

2.4.19.1
Describe how the culture of a community today reflects the history, daily life or beliefs of its people.

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.

2.4.18.1
Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.

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.

Third – History (1/1)

3.4.18.1
Identify various ways that different cultures have expressed concepts of time and space.

3.4.18.2
Compare family life, buildings and/or technologies from ancient times to today.

3.4.19.1
Identify and describe daily life for people living in ancient times in at least three different parts of the world.

3.4.20.1
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.

3.4.21.1
Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes of the invention.

3.4.21.2
Explain how the environment influenced the movement of ancient peoples in three different regions of the world.

3.4.22.1
Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.

Fourth – History (1/1)

4.4.21.1
Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.

4.4.18.1
Pose a question about an issue in the community and/or the contemporary world and investigate its history.

4.4.20.1
Compare and contrast two historical sources to investigate a contemporary issue and its historical roots.

Fifth – History (1/2)

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.

5.4.18.2
Compare 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.

5.4.19.1
Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.

5.4.19.2
Explain an event or events of the American Revolution through multiple perspectives.

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.

5.4.20.2
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.

5.4.21.1
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.

Fifth – History (2/2)

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.

5.4.22.1
Describe Indigenous efforts today to revitalize and reclaim Indigenous languages, traditions and sovereignty.

Sixth – History (1/2)

6.4.18.1
Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the precontact period.

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. Examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.

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.

6.4.18.4
Analyze connections between major reform and political movements in Minnesota during the Progressive era and World War I, including the role of women.

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.

6.4.18.5
Identify multiple narratives about how World War II and the Cold War impacted Minnesotans.

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. Examine the consequences of these conflicting views on the environment over time.

Sixth – History (2/2)

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.

6.4.19.3
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.

6.4.20.1
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.

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.

6.4.22.3
Identify and describe how Minnesotans have fought for freedom and equality from the Civil Rights era until today.

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.

6.4.22.1
Examine the historical relationship and memorialization of the U.S. Civil War and the U.S.-Dakota War of 1862 in Minnesota.

Seventh – History (1/2)

7.4.18.1
Compare 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.

7.4.18.2
Describe the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of “Jim Crow,” immigration restriction and Indian Removal.

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.

7.4.18.4
Trace the origins of the Long Civil Rights Movement by identifying key events and explaining their significance.

7.4.19.1
Examine the history of U.S. expansion from multiple Indigenous perspectives.

7.4.19.2
Analyze multiple perspectives (social, political, economic) about the Cold War and describe why some perspectives may have changed over time.

7.4.20.1
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.

Seventh – History (2/2)

7.4.20.2
Generate questions based on multiple historical sources. Identify further areas of inquiry about the Great Depression, focusing on the impact on workers, women and ethnic and racial minorities.

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.

7.4.21.1
Construct an argument using evidence from multiple sources, including primary sources, about the relationship between freedom and slavery in the early U.S. Republic.

7.4.21.2
Compare 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.

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.

7.4.22.1
Generate a hypothesis about the impact of the Industrial Revolution today using historical and geographic sources, including environmental and economic impacts.

7.4.22.2
Identify a pressing contemporary issue in their community or the United States, examine its historical context and design a plan to address it.

Eighth – History (1/2)

8.4.18.1
Describe political challenges and struggles of newly independent countries since World War II.

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.

8.4.18.3
Analyze connections between revolutions, independence movements and social transformations since World War II from various perspectives.

8.4.19.1
Assess the influence of television, the internet and other media on cultural identity, gender identity and social and political movements.

8.4.19.2
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.

8.4.20.1
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.

8.4.21.1
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.

Eighth – History (2/2)

8.4.22.1
Using historical analysis, predict a future global issue and make a hypothesis about its impact.

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.

Ninth – History (1/11)

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.

9.4.18.2
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.

9.4.18.3
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.

9.4.18.4
World History Era 4: The First Global Age (1400–1800). Identify and evaluate dominant and non-dominant narratives about the first global age.

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.

9.4.18.6
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.

9.4.18.7
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.

Ninth – History (2/11)

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.

9.4.18.14
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.

9.4.18.11
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.

9.4.18.12
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.

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.

9.4.18.10
U.S. History Era 3: Freedom, Unfreedom and Revolution. Identify and analyze dominant and non-dominant narratives about the American Revolution.

9.4.18.8
U.S. History Era 1: Indigenous Histories. Examine multiple Indigenous narratives about early North American history.

Ninth – History (3/11)

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.

9.4.18.16
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.

9.4.19.1
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.

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 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.

9.4.19.3
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.

9.4.19.4
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.

9.4.19.5
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.

Ninth – History (4/11)

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.

9.4.19.7
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.

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.

9.4.19.9
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.

9.4.19.10
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.

9.4.19.11
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.

9.4.19.12
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.

Ninth – History (5/11)

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.

9.4.20.4
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.

9.4.20.1
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.

9.4.20.2
World History Era 9: Contested Freedoms. 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.

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.

9.4.19.15
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.

9.4.19.13
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.

Ninth – History (6/11)

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 these sources were written or created. Consider what perspectives and narratives are absent from 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.

9.4.20.7
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.

9.4.20.8
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.

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.

9.4.20.10
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.

9.4.20.11
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.

Ninth – History (7/11)

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.

9.4.20.13
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-20th century. Use secondary sources to contextualize their experiences.

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.

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.

9.4.21.2
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.

9.4.21.3
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.

9.4.21.4
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.

Ninth – History (8/11)

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

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

9.4.21.7
World History Era 6: The New Global Era (1900–Present)—Analyze multiple and complex causes and effects of decolonization and independence movements in the 20th and 21st centuries.

9.4.21.8
U.S. History Era 1: Indigenous Histories—Construct an argument about Indigenous history before European colonialism, using multiple sources.

9.4.21.9
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.

9.4.21.10
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.

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

Ninth – History (9/11)

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.

9.4.21.13
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.

9.4.21.14
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.

9.4.21.15
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.

9.4.22.1
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.

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.

9.4.22.3
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.

Ninth – History (10/11)

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.

9.4.22.5
World History Era 6: The New Global Era (1900–Present)—Examine multiple strategies used by the environmental movement of the 20th and 21st centuries. Identify individuals and groups today who are building on that legacy.

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.

9.4.22.7
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.

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 19th, 20th, or 21st centuries.

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.

9.4.22.10
U.S. History Era 4: Imperial Expansion and Native Dispossession—Compare and contrast historical memorialization of “pioneers” and frontiers versus dispossession and homelands

Ninth – History (11/11)

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 13th, 14th, and 15th Amendments on the overall impact to reduce discrimination and inequality.

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.

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.

9.4.22.14
U.S. History Era 9: Contested Freedoms—Draw on historical examples to propose a viable solution to a pressing economic, environmental or social issue.

Kindergarten – Ethnic Studies (1/1)

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.

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.5.25.1
Describe the importance of first peoples'/Indigenous peoples' relationships to land, water and the non-human world.

First – Ethnic Studies (1/1)

1.5.23.1
Identify examples of ethnicity, equality, liberation and systems of power. Use those examples to construct meanings for those terms.

1.5.24.1
Identify examples of how people care for each other as they work for change in communities.

Second – Ethnic Studies (1/1)

2.5.23.1
Compare and contrast different ways of knowing, seeing and understanding land use, rights and ownership over time.

2.5.23.2
Identify how different groups have worked to protect the land and natural resources.

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.

2.5.24.1
Propose an idea to improve the relationship between humans and the environment.

2.5.25.2
Explore the importance of first peoples'/Indigenous peoples' interactions to land, water and the non-human world.

Third – Ethnic Studies (1/1)

3.5.24.1
Identify how various groups have advocated for self-determination and a more representative media.

Fourth – Ethnic Studies (1/1)

4.5.23.1
Investigate government responses to migration and immigration both locally and nationally.

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.

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.

4.5.25.1
Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.

Fifth – Ethnic Studies (1/1)

5.5.24.1
Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.

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.

5.5.23.1
Investigate name origins, identity and how language can be exclusionary and liberatory.

Sixth – Ethnic Studies (1/1)

6.5.24.1
Examine how and why the Minnesota landscape has been shaped by people.

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.

6.5.24.2
Identify individuals, community organizations, businesses and corporations that make their community in Minnesota unique. Analyze how these groups do community building efforts, specifically by racialized and marginalized groups/individuals in Minnesota.

6.5.25.1
Examine the impact of slavery and race in Minnesota today.

6.5.24.3
Identify how the arts have been a part of strategies, activities and/or engagement for social and political change.

Seventh – Ethnic Studies (1/1)

7.5.23.1
Examine the benefits and consequences of power and privilege on issues associated with poverty, income and the accumulation of wealth.

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).

7.5.24.2
Investigate the struggle for immigration rights and the rights of all immigrants in the United States.

7.5.25.1
Examine the impact and memory of U.S. expansion and native dispossession today and how it's memorialized.

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 strategies and objectives of movements today with movements in the past.

Eighth – Ethnic Studies (1/1)

8.5.23.1
Examine the cultures and histories of one or more ethnic groups who have immigrated to Minnesota since the 1950s.

8.5.23.2
Examine one or more of the major circumstances leading to the arrival of new immigrants and refugee groups to Minnesota since the 1950s.

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.

8.5.24.1
Examine the contributions immigrants in the United States have made on political ideas, agricultural developments, technological advancements and cultural traditions.

8.5.25.1
Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.

Ninth – Ethnic Studies (1/2)

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.

9.5.23.2
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.

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.

9.5.23.4
Investigate how the establishment of the Minnesota and U.S. government upheld and violated ideas of freedom, equality and justice for individuals and groups.

9.5.23.5
Examine the impact of U.S. imperialism and foreign policy on immigration patterns.

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.

9.5.24.1
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.

Ninth – Ethnic Studies (2/2)

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.

9.5.25.2
Analyze contemporary representations (Indigenous and Non-Indigenous) of Indigenous history, iconography, imagery, symbolism and culture today.

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

9.5.25.4
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.

9.5.25.3
Apply methodologies of fugitivity to map-making, economics and education.