

2021 Minnesota K-12 Academic Standards in Social Studies Draft Two

Introduction

Minnesota's K-12 Academic Standards are statewide expectations for student learning in K-12 public schools. School districts and charter schools are required to teach these standards to ensure that all Minnesota students have access to high-quality content and instruction. An academic standard is a summary description of student learning in a content area and are comprised of one or more benchmarks. A benchmark supplements the standard and is the specific knowledge and/or skill that a student must master to meet part of an academic standard by the end of a grade level or grade band.

Academic standards are not curriculum. Curriculum are the resources, assessments, learning experiences, and plans that educators utilize at the local level to instruct students on the 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.

In order to develop Minnesota's rigorous academic standards, Minnesotans with content knowledge from varying perspectives and backgrounds draft the academic standards for Minnesota public schools. The process of reviewing and revising academic standards begins with the formation of a standards committee. Any Minnesotan may apply to serve on a standards review committee. For the Social Studies standards, an application period was open from March 2 to June 30, 2020 for Minnesotans to apply to participate in the social studies standards committee. In July 2020, the committee was selected.

The Minnesota K-12 Academic Standards in Social Studies committee has 36 members, and is comprised of K-12 teachers, administrators, college faculty, informal educators and community members. Minnesota Statutes outline who must be represented on the committee, including parents, currently licensed and in the classroom teachers, licensed school administrators, school board members, post-secondary institution faculty teaching core subjects, and business community members.

The Social Studies content-area empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for civic life, college, and careers. The review process centers 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.

In the first draft of the social studies standards, the work was centered on the standards themselves and did not include detailed supplemental benchmarks. The feedback and public comments from the first draft helped to inform the revision of the standards for draft two. Details were then added to the standards through supplemental grade level benchmarks. The benchmarks included in this second draft provide detailed descriptions about the knowledge and/or skill that students must master to meet part of an academic standard.

This second draft of the Minnesota K-12 Academic Standards in Social Studies represents the work of the standards review committee since their first meeting in September 2020.

We encourage all Minnesotans to provide feedback about this draft of the standards and benchmarks via an online feedback survey from **July 30 – August 16**. A [public comment survey is available](#) and Minnesotans can find additional information, including a [questions and answers](#) document, on the [MDE social studies webpage](#). At the conclusion of the public comment period, the committee will review the feedback from the survey and continue to revise for a future draft.

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 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.

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

This second draft integrated technology and information literacy consistent with the ITEM (Information Technology Educators of Minnesota) 2019 standards, which are required by Minnesota statute.

Ensuring that the standards reflect Minnesota’s student 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 America.

The standards have also been reviewed to identify consistency in skills and knowledge across the subject areas, specifically with the English language arts (ELA) standards. When the ELA standards were revised in 2020, Literacy in History (2010) was removed and replaced with information 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.

Finally, the alignment of content within a grade or grade level was explored. This was done to ensure that the learning was connected within a grade through themes rather than a collection of individual concepts. The themes at each grade level are:

- K - Family and Community
- 1 - My Role in Many Communities (local - global)
- 2 - Interconnections between peoples and environments
- 3 - Connections between choices and consequences in the past and today
- 4 - Perspectives and Decisions
- 5 - Investigating issues and perspectives in order to strengthen the community
- 6 - Minnesota Studies
- 7 - U.S. Studies
- 8 - Global Studies

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

As outlined in the 2020-21 Social Studies Standards Committee's Guiding Assumptions, the committee is taking into account:

1. Designing standards that ensure opportunities for students to demonstrate an understanding of ideas, concepts, theories, and principles from the social studies disciplines by using them to interpret and explain specific, concrete information or events.
2. Designing standards that represent diverse points of view, experiences, and approaches to problem solving.
3. Designing standards using language that promotes culturally sustaining learning and that reflect students' cultural backgrounds.
4. Designing standards that provide students with multiple ways of demonstrating competence in social studies.

The second draft also represents a purposeful integration of skills and content. This ensures opportunities for students to demonstrate an understanding of concepts and principles from the social studies disciplines by using them to interpret and explain specific, concrete information or events as well as focus on the disciplinary skills and processes within social studies. The embedding of Inquiry Practices and Processes reflects the [*College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*](#) published by the [*National Council for the Social Studies*](#).

Reviewing the Second Draft

In reviewing and providing feedback, the following questions should be kept in mind:

1. How well will the standards and benchmarks encourage improved social studies teaching and learning?
2. How well does the sequence of benchmarks from grade to grade build student learning toward civic life, college, and careers?
3. How well do the standards and benchmarks provide a clear expectation of the knowledge and skills for learning?

The standards are coded to allow for the specific feedback on benchmarks as well as general feedback. A code is utilized for each of the benchmarks:

Code: Number = grade level.strand.standard.benchmark

For example 3.1.4.1 = grade level 3, strand 1, standard 4, benchmark 1

In the code, “9” denotes a benchmark satisfactorily completed in high school as determined by a local district or charter school.

Strands:

- 1 – Citizenship and Government (Standards 1-6)
- 2 – Economics (Standards 7-12)
- 3 – Geography (Standards 13-17)
- 4 – History (Standards 18-21)
- 5 – Ethnic Studies (Standards 22-24)

Standards:

1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.
2. Explain democratic values and principles that guide governments, societies, and communities, and 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 governmental institutions at local, state, tribal and federal levels.
5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.
6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.

7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers; consider the impact of a decision on various communities affected by the decision.
8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.
9. 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.
10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.
11. 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.
12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.
13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.
14. Describe places and regions, explaining how they are influenced by power structures.
15. (Human Systems) Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.
16. Evaluate the relationship between humans and the environment, including climate change.
17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.
18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.
19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.
20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.
21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.
22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.

- 23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one’s own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.
- 24. 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; and organize with others to engage in activities that could further the human rights and dignity of all.

Grades K-2

Grade	Strand	Standard	Code	Benchmark
K	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, 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.
K	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities and analyze the tensions within the United States constitutional government.	K.1.2.1	Describe symbols, songs and traditions that identify Minnesota’s Anishinaabe and Dakota tribes, local communities, state, and nation.

Grade	Strand	Standard	Code	Benchmark
K	1. Citizenship and Government	3. (Rights and Responsibilities) Explain and evaluate rights, duties and responsibilities in democratic society.	K.1.3.1	Identify and explain individuals' responsibilities (roles) to families, peers and community. Demonstrates in the classroom and among peers respect for diversity and the rights of others.
K	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	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. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	K.1.5.1	Identify a classroom topic and list ways that students can work together to help each other and the class.

Grade	Strand	Standard	Code	Benchmark
K	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	K.1.6.1	List groups you belong to and name your role in each of those groups. Examine one of the groups you belong to and describe how the group makes decisions.
K	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision makers, consider the impact of a decision on various communities affected by the decision.	K.2.7.1	Use cost-benefit (pro/con) analysis as a group to solve a problem.
K	2. Economics	9. 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).

Grade	Strand	Standard	Code	Benchmark
K	2. Economics	10. 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 government. 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), and identify goods and services that could satisfy a specific need or want.
K	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	K.2.12.1	Explain why people agree to trade.
K	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	K.3.13.1	Explain or show how to move from where I am to other locations using both fixed and dynamic maps.

Grade	Strand	Standard	Code	Benchmark
K	3. Geography	14. 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 real and imagined places as well as within stories.
K	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.	K.3.15.1	Explain why and how people move from place to place.
K	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	K.3.17.1	Ask and answer questions about how I feel about what I see and do outside.

Grade	Strand	Standard	Code	Benchmark
K	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e. a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	K.4.18.1	Ask historical questions about a past event in one's family, school or local community.
K	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e. gender, race, religion, culture, class, geography, etc.) influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate personal milestones, such as birthdays, national holidays, or religious/community observances.
K	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or 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 we can learn from those sources.

Grade	Strand	Standard	Code	Benchmark
K	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/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	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, in order to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	K.5.22.1	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	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, in order to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	K.5.22.2	Tell a story about a fair and unfair experience that illustrates power balances and imbalances.

Grade	Strand	Standard	Code	Benchmark
K	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, in order to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	K.5.22.3	Explore the importance of first peoples/Indigenous peoples' relationships to land, water and the non-human world.
K	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, in order to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	K.5.22.4	Describe the notions of respect, responsibility and love.
K	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	K.5.23.1	Describe personal identity including, but not limited to, region, race, language, gender, family, ethnicity, culture, religion and ability.

Grade	Strand	Standard	Code	Benchmark
K	5. Ethnic Studies	24. 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, and organize with others to engage in activities that could further the human rights and dignity of all.	K.5.24.1	Identify an issue that your community/ family has fought for and against, retell their story.
1	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	1.1.1.1	Demonstrate ways members of a community participate in the civic life of their community; explain why participation is important.
1	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.	1.1.2.1	Describe ways people show patriotism, including reciting the Pledge of Allegiance.

Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.	1.1.2.2	Explain how constitutions and rules reflect what is important to a community.
1	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	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 governmental institutions at local, state, tribal and federal levels.	1.1.4.2	Identify the president of the United States and explain that voting determines who will be president and vice-president.

Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	1.1.5.1	Identify a community topic and list ways that people can work together to help the community.
1	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	1.1.6.1	Identify a tribal nation near your school, and list what unites the members as a nation.
1	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers; consider the impact of a decision on various communities affected by the decision.	1.2.7.1	Use pro/con analysis for two available alternatives to make a decision.

Grade	Strand	Standard	Code	Benchmark
1	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	1.2.8.1	Construct meaning of scarcity, identify examples, and also identify how we choose to allocate those examples.
1	2. Economics	9. 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.	1.2.9.1	Describe and implement a plan to fund a future purchase.
1	2. Economics	11. 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. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	1.2.12.1	Describe examples of goods that people buy from different countries.
1	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	1.3.13.1	Create sketch maps and describe the location of items and places shown using positional words or addresses.
1	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	1.3.13.2	Ask spatial questions about different places.

Grade	Strand	Standard	Code	Benchmark
1	3. Geography	14. 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 among different peoples 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 in different communities.
1	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	1.3.17.1	Ask and answer questions about different ways classmates and families know and do things.

Grade	Strand	Standard	Code	Benchmark
1	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	1.3.17.2	Explain how Dakota and Anishinaabe nations use storytelling to pass on ways of knowing (culture).
1	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e. a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	1.4.18.1	Ask historical questions about a past event and/or rules in the past.
1	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e. gender, race, religion, culture, class, geography, etc.) influences historical perspective.	1.4.19.1	Compare family life, buildings, and/or technologies from earlier times to today.

Grade	Strand	Standard	Code	Benchmark
1	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or 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 voices that are not represented in the historical sources.
1	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	1.4.21.1	Tell a story about the past by identifying events from one's own life or one's family/community.
1	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	1.5.22.1	Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy of their work today.

Grade	Strand	Standard	Code	Benchmark
1	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	1.5.23.1	Construct meaning of the terms ethnicity, equality, liberation and systems of power and identify examples.
1	5. Ethnic Studies	24. 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, and organize with others to engage in activities that could further the human rights and dignity of all.	1.5.24.1	Give examples of how people care for each other in communities as they work for change.
2	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	2.1.1.1	Participate in a vote by identifying the rules that keep the voting process fair, demonstrating voting skills, accepting the results of the vote and explaining why voting is important.

Grade	Strand	Standard	Code	Benchmark
2	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies and communities, and 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 rules 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 governmental institutions at local, state, tribal and federal levels.	2.1.4.1	Identify a level of government and describe the role it serves in the lives of community members.

Grade	Strand	Standard	Code	Benchmark
2	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	2.1.5.1	Identify actions taken by government structures that address community problems by providing services and rules.
2	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	2.1.6.1	Describe how tribal government structures govern the affairs of the nation.
2	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers; consider the impact of a decision on various communities affected by the decision.	2.2.7.1	Investigate what characteristics make an item useful as money.

Grade	Strand	Standard	Code	Benchmark
2	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	2.2.8.1	Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative that was not chosen.
2	2. Economics	9. 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.
2	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	2.2.10.1	Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.

Grade	Strand	Standard	Code	Benchmark
2	2. Economics	11. 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.	2.2.11.1	Identify money as any generally accepted item used in making exchanges.
2	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	2.2.12.1	Explain that different countries have different currencies.
2	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	2.3.13.1	Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.

Grade	Strand	Standard	Code	Benchmark
2	3. Geography	13 Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	2.3.13.2	Ask spatial questions about the environment.
2	3. Geography	14. Describe places and regions, explaining how they are influenced by power structures.	2.3.14.1	Define a region as an area with unifying characteristics and describe physical and human regions in a community.
2	3. Geography	16. 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.

Grade	Strand	Standard	Code	Benchmark
2	4. History	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	2.4.17.1	Ask and answer questions about connections between myself and my environment.
2	4. History	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering indigenous voices.	2.4.17.1	Explain how Dakota and Anishinaabe nations use storytelling to describe places and spaces.
2	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	2.4.18.1	Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.

Grade	Strand	Standard	Code	Benchmark
2	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	2.4.19.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact, and today.
2	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	2.4.20.1	Use historical sources to describe how people's lives have changed over time; consider whose voices and perspectives are represented in the sources, and whose are absent.
2	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	2.4.21.1	Describe how the culture of a community reflects the history, daily life or beliefs of its people.

Grade	Strand	Standard	Code	Benchmark
2	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	2.5.22.1	Describe how the culture of a community reflects the history, daily life or beliefs of its people.
2	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppression and apply lessons from the past to eliminate injustice and work toward an equitable future.	2.5.22.2	Explore how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Explore power and conflict in multicultural communities.
2	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	2.5.23.1	Describe what land means to you and compare this to how different cultures/ethnicities have viewed land ownership, boundaries, property, and sovereignty over time.
2	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity,	2.5.23.2	Identify how different groups have fought to protect the land and natural resources.

Grade	Strand	Standard	Code	Benchmark
		gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.		
2	5. Ethnic Studies	24. 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, and organize with others to engage in activities that could further the human rights and dignity of all.	2.5.24.1	Propose an idea to improve the relationship between humans and the environment.

Grades 3-5

Grade	Strand	Standard	Code	Benchmark
3	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	3.1.1.1	Identify ways that individuals become informed about public issues, including demonstrating how to evaluate a source by distinguishing between fact and opinion.
3	1. Citizenship and Government	2. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged life-long civic participation.	3.1.2.1	Describe ways individuals take informed action to make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.
3	1. Citizenship and Government	3. Explain democratic values and principles that guide governments, societies, and communities and analyze the tensions within the United States constitutional government.	3.1.3.1	Explain the importance of civic discourse (including speaking, listening, voting, and respecting diverse viewpoints) and the principles of majority rule with minority rights, and universal human rights.

Grade	Strand	Standard	Code	Benchmark
3	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	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. Analyze how public policy is shaped by governmental and non-governmental institutions, and 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 that individuals, governments and community organizations can address that problem.
3	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	3.1.5.2	List ways in which people and groups can influence decision-makers in school, their communities, states or country.

Grade	Strand	Standard	Code	Benchmark
3	1. Citizenship and Government	6 Evaluate the unique status, relationships and governing structures of Indigenous 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.
3	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers; consider the impact of a decision on various communities affected by the decision.	3.2.7.1	Use resources to see what different kinds of products can be made.
3	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	3.2.8.1	Explain that producing any good or services 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.

Grade	Strand	Standard	Code	Benchmark
3	2. Economics	9. 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- and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.
3	2. Economics	9. 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.	3.2.9.2	Explain that families bring in money from a variety of sources, including working for an employer, selling goods and services, and receiving assistance. This money is used to buy goods and services.
3	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	3.2.10.1	Explain that consumers have two roles—as sellers 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	2. Economics	11. 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.	3.2.11.1	Explain how sellers and buyers in a community are connected because one person's spending becomes another person's income.
3	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	3.2.12.1	Explain why people might have different opinions about whether a trade (between individual buyers and sellers, or between nations) is fair.
3	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	3.3.13.1	Ask spatial questions about maps, photos, artifacts, books and other sources that represent various cultural perspectives.

Grade	Strand	Standard	Code	Benchmark
3	3. Geography	14. Describe places and regions, explaining how they are influenced by power structures.	3.3.14.1	Differentiate physical and human characteristics of places and compare/contrast specific examples from local, tribal and global scales.
3	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	3.3.15.1	Describe distribution and explain why human populations and natural resources are unevenly distributed from a local to global scale.
3	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	3.3.17.1	Ask and answer questions about different ways communities and cultures know and do things.

Grade	Strand	Standard	Code	Benchmark
3	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e. a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	3.4.18.1	Identify various ways that different cultures have expressed concepts of time and space.
3	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	3.4.18.2	Reference different time periods and create timelines of important events.
3	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e. gender, race, religion, and culture, class, and geography, etc.) influences historical perspective.	3.4.19.1	Examine multiple accounts of an event, identifying different perspectives.

Grade	Strand	Standard	Code	Benchmark
3	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	3.4.19.2	Identify and describe daily life for people living in ancient times in at least three different regions of the world.
3	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	3.4.20.1	Examine historical records, maps and artifacts to answer questions about times and events in history, both ancient and more recent.
3	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	3.4.21.1	Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.

Grade	Strand	Standard	Code	Benchmark
3	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	3.4.21.2	Explain how the environment influenced the settlement of ancient peoples in three different regions of the world.
3	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	3.5.22.1	Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.
3	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	3.5.23.1	Explain the role that stereotypes and images, including those that are racist, play in the construction of an individual/group's identity, identify the implications associated with them and how and why stereotypes have changed over time.

Grade	Strand	Standard	Code	Benchmark
3	5. Ethnic Studies	24. 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, and organize with others to engage in activities that could further the human rights and dignity of all.	3.5.24.1	Identify how various groups have advocated for self-determination and a more representative media.
4	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	4.1.1.1	Identify a public problem in your classroom or community and describe how a consensus-building procedure would be used to act on the problem.
4	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.	4.1.2.1	Explain how democratic values and principles have guided or guide governments, societies or communities.

Grade	Strand	Standard	Code	Benchmark
4	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	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	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	4.1.4.2	Identify the three branches of government (executive, legislative, and judicial) and their primary functions.
4	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and 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.

Grade	Strand	Standard	Code	Benchmark
4	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous 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.
4	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers; consider the impact of a decision on various communities affected by the decision.	4.2.7.1	Examine and explain a resource use decision made in your community.
4	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	4.2.8.1	Explain how the limited supply of natural resources requires people to make choices about resource use.

Grade	Strand	Standard	Code	Benchmark
4	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	4.2.8.2	Explain how incentives can change people's decisions about resource use.
4	2. Economics	9. 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.	4.2.9.1	Apply a reasoned decision-making process to make a choice.
4	2. Economics	10. 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 government. 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	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	4.2.10.2	Describe a market as any place (physical or virtual) where buyers and sellers make exchanges. Describe prices as payments for goods and services exchanged in markets, and explain how prices are an incentive for both buyers and sellers.
4	2. Economics	11. 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.
4	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	4.2.12.1	Explain why people in different countries or from different cultures may use resources in different ways.

Grade	Strand	Standard	Code	Benchmark
4	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	4.3.13.1	Analyze both fixed and dynamic maps from multiple cultures using the TODALSS criteria (Title, Orientation, Date, Author, Legend, Scale and Source), when investigating places from local to global scales.
4	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	4.3.13.2	Use latitude and longitude on fixed and dynamic maps to locate places from local to global scales.
4	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	4.3.13.3	Ask spatial questions and acquire geographic sources from different cultural perspectives to answer them.

Grade	Strand	Standard	Code	Benchmark
4	3. Geography	14. Describe places and regions, explaining how they are influenced by power structures.	4.3.14.1	Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.
4	3. Geography	14. 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	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	4.3.15.1	Differentiate between physical and political boundaries and explain how humans have used boundaries from a local to global scale.

Grade	Strand	Standard	Code	Benchmark
4	3. Geography	16. Evaluate the relationship between humans and the environment, including climate change.	4.3.16.1	Describe different agricultural practices as examples of human environment interaction.
4	3. Geography	16. Evaluate the relationship between humans and the environment including climate change.	4.3.16.2	Explain how changes in climate and choices humans make impact environments from local to global scales.
4	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	4.3.17.1	Ask and answer questions about how culture and experience influence feelings and perceptions related to places and spaces in different communities.

Grade	Strand	Standard	Code	Benchmark
4	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering indigenous voices.	4.3.17.2	Analyze how different perspectives have influenced decisions about where to locate places.
4	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	4.4.18.1	Pose a question about the history of forced and/or voluntary migration in the United States.
4	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	4.4.20.1	Use a map or globe as a historical source to answer questions about places, perspectives and/or decisions.

Grade	Strand	Standard	Code	Benchmark
4	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	4.4.21.1	Create a timeline of when different groups arrived in your region of the state, acknowledging who was here when they arrived; and describe why and how they came.
4	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	4.5.22.1	Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.
4	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially 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.

Grade	Strand	Standard	Code	Benchmark
4	5. Ethnic Studies	24. 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, and organize with others to engage in activities that could further the human rights and dignity of all.	4.5.24.1	Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.
5	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	5.1.1.1	Simulate a decision-making body using procedural rules for a discussion.
5	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	5.1.1.2	Using primary and secondary sources, investigate how groups have advocated for access to greater rights.

Grade	Strand	Standard	Code	Benchmark
5	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities, and 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	2. Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.	5.1.2.2	Describe how governmental power is limited through the constitutional principles of separation of powers, checks and balances and how power is divided between state and federal government.
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.

Grade	Strand	Standard	Code	Benchmark
5	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	5.1.4.1	Explain the primary functions of the three branches of government and how the leaders of each branch are selected as established in the U.S. Constitution.
5	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	5.1.4.2	Identify the three branches of government (executive, legislative, and judicial) and their primary functions.
5	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	5.1.5.1	Describe how people and groups use and challenge public policies.

Grade	Strand	Standard	Code	Benchmark
5	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous 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.
5	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers, consider the impact of a decision on various communities affected by the decision.	5.2.7.1	Analyze a historical event, the decisions that were chosen, and the alternative choices (opportunity cost) not chosen.
5	2. Economics	9. 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.

Grade	Strand	Standard	Code	Benchmark
5	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	5.2.10.1	Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).
5	2. Economics	11. 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.
5	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences 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.

Grade	Strand	Standard	Code	Benchmark
5	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	5.3.13.1	Create and interpret both fixed and dynamic maps that represent the same places in the world from different perspectives and scales.
5	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	5.3.13.2	Investigate spatial problems and then act by communicating conclusions with authentic audiences.
5	3. Geography	14. 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.

Grade	Strand	Standard	Code	Benchmark
5	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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. 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.
5	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	5.3.17.1	Analyze how different perspectives influenced past decisions to name places and impact changing place names today.

Grade	Strand	Standard	Code	Benchmark
5	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	5.4.18.1	Identify conflicting narratives about a historical event and investigate how and why those narratives were created.
5	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e. a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	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. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	5.4.19.1	Explain a historical event or action through multiple perspectives.

Grade	Strand	Standard	Code	Benchmark
5	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	5.4.19.2	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	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	5.4.19.3	Compare and contrast life within the English, French and Spanish colonies in North America.
5	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	5.4.19.4	Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities.

Grade	Strand	Standard	Code	Benchmark
5	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose or 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.
5	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose or author's point of view of these sources.	5.4.20.2	Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the U.S. Constitution and the Bill of Rights. Identify who was included and excluded in the founding documents of the United States.
5	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	5.4.21.1	Analyze how rivalries among European nations and the search for new opportunities led to the exploitation and genocide of indigenous peoples and the theft of indigenous lands.

Grade	Strand	Standard	Code	Benchmark
5	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	5.4.21.2	Explain how Indigenous nations responded in different ways to settler colonialism.
5	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	5.5.22.1	Evaluate who benefitted or did not benefit from colonists' goals for independence, desire for self-government, and liberty.
5	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially 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.

Grade	Strand	Standard	Code	Benchmark
5	5. Ethnic Studies	24. 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, and organize with others to engage in activities that could further the human rights and dignity of all.	5.5.24.1	Analyze the importance of why places are named and why their names may be changed.

Grades 6-8

Grade	Strand	Standard	Code	Benchmark
6	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	6.1.1.1	Analyze arguments about public issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.
6	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	6.1.1.2	Interpret and apply graphic data to analyze information about a public issue in local, state, tribal or federal government.
6	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.	6.1.2.1	Explain how the Constitution of the State of Minnesota and a tribal nation constitution reflect democratic values and principles.
6	1. Citizenship and Government	3. (Rights and Responsibilities) Explain and evaluate rights, duties and responsibilities in democratic society.	6.1.3.1	Explain idea of citizenship in the United States and explain that individuals become citizens by birth or naturalization.

Grade	Strand	Standard	Code	Benchmark
6	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	6.1.4.1	Explain idea of federalism and describe the relationship between the powers of the federal and state governments.
6	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	6.1.4.2	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).
6	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	6.1.4.3	Describe the goals, offenses, penalties, long-term consequences and privacy concerns of Minnesota's juvenile justice system, and evaluate the impact on Black, Indigenous and People of Color (BIPOC) communities.

Grade	Strand	Standard	Code	Benchmark
6	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	6.1.4.4	Compare and contrast the basic structures, functions and ways of funding state and local governments.
6	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	6.1.5.1	Analyze a state or local policy issue by identifying key opposing positions, 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	6. Evaluate the unique status, relationships and governing structures of Indigenous 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.

Grade	Strand	Standard	Code	Benchmark
6	1. Citizenship and Government	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision makers, consider the impact of a decision on various communities affected by the decision.	6.1.7.1	Evaluate a current debatable policy question from an economic perspective, using cost-benefit analysis.
6	2. Economics	9. 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 earned and unearned income including wages, rent, interest, profit, and government assistance; explain the role that the development of human capital plays in determining one's income.
6	2. Economics	9. 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.	6.2.9.2	Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet a future savings goal.

Grade	Strand	Standard	Code	Benchmark
6	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	6.2.10.1	Explain that governments create rules that influence how economies work, including taxes, regulation and provision of public goods.
6	2. Economics	11. 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. 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	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. Explain how people living in a community are impacted by government policies regarding land use.

Grade	Strand	Standard	Code	Benchmark
6	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences 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. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	6.3.13.1	Create and interpret fixed and dynamic maps that represent places on the land that is now Minnesota, including representations from different cultural perspectives.
6	3. Geography	13 Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	6.3.13.2	Use geographic sources to support a claim with evidence and explain reasoning from different cultural perspectives.

Grade	Strand	Standard	Code	Benchmark
6	3. Geography	14. 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 among different peoples 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. 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	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	6.3.17.1	Describe how one's sense of place is developed, including Dakota and Anishinaabe voices.
6	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	6.3.17.2	Ask and answer spatial and cultural questions to analyze boundary disputes and genocide that occurred within the land that is Minnesota today.
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.1	Examine Anishinaabe and Dakota creation stories. (Era 1: Indigenous History through Early European Contact)

Grade	Strand	Standard	Code	Benchmark
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e. a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.2	Explain the varied and diverse responses of Indigenous people in the upper Mississippi River region to European trade and settler colonialism. (Era 2: Trade & Settler Colonialism)
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.3	Evaluate different narratives about how and why the upper Mississippi River region was claimed and settled in the early nineteenth century. (Era 3: US Expansion, Native Dispossession, and Statehood, 1803-1875)
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.4	Describe how Minnesotans participated in both slavery and abolition. (Era 4: Slavery, Civil War & Reconstruction, 1850-1900)

Grade	Strand	Standard	Code	Benchmark
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.5	Describe Minnesota and federal American Indian policy of the late 19th and 20th centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship. (Era 5: Progressive Era, WWI, 1890-1919)
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.6	Describe the response of Minnesotans to global conflicts and displaced peoples during and after World War II. (Era 6: Depression, WW II & Cold War, 1929-1989)
6	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	6.4.18.7	Describe civil rights and conservation movements in post-World War II Minnesota, including the role of Minnesota leaders. (Era 7: Civil Rights to the Present, 1960-present)

Grade	Strand	Standard	Code	Benchmark
6	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	6.4.19.1	Describe early contact between native peoples and Europeans from multiple perspectives. (Era 1: Indigenous History through Early European Contact)
6	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	6.4.19.2	Analyze the diverse and conflicting ways that Dakota, Anishinaabe, and European peoples understood their relationship to the land, particularly regarding property and ownership. (Era 2: Trade & Settler Colonialism)
6	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	6.4.19.4	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. (Era 4: Slavery, Civil War & Reconstruction, 1850-1900)

Grade	Strand	Standard	Code	Benchmark
6	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	6.4.19.5	Describe major political, cultural and social transformations in Minnesota during the late 19th and early 20th centuries. (Era 5: Progressive Era, WWI, 1890-1919)
6	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	6.4.19.6	Describe the impact of economic and social changes during the Cold War era on Minnesota's people. (Era 6: Depression, WW II & Cold War, 1929-1989)
6	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	6.4.20.2	Evaluate primary sources related to Indigenous history, trade, and settler colonialism, and consider what perspectives and narratives are absent from the available sources. (Era 2: Trade & Settler Colonialism)

Grade	Strand	Standard	Code	Benchmark
6	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	6.4.20.3	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. (Era 3: US Expansion, Native Dispossession, and Statehood, 1803-1875)
6	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	6.4.20.4	Evaluate primary and secondary sources about slavery and abolition in Minnesota, and consider what perspectives and narratives are absent from the available sources. (Era 4: Slavery, Civil War & Reconstruction, 1850-1900)
6	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	6.4.20.6	Evaluate multiple primary sources about the role and experiences of Minnesotans during the Depression, World War II, and/or the Cold War. (Era 6: Depression, WW II & Cold War, 1929-1989)

Grade	Strand	Standard	Code	Benchmark
6	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	6.4.20.7	Evaluate primary sources about Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota, and consider what perspectives and narratives are absent from the available sources. (Era 7: Civil Rights to the Present, 1960-present)
6	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	6.4.21.3	Construct an argument about US expansion and Native dispossession in Minnesota, using multiple primary and secondary sources. (Era 3: US Expansion, Native Dispossession, and Statehood, 1803-1875)
6	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	6.4.21.4	Construct a narrative account about the relationship between the American Civil War and the Dakota War; describe the war-time experiences of Minnesota soldiers, Native people, and civilians. (Era 4: Slavery, Civil War & Reconstruction, 1850-1900)

Grade	Strand	Standard	Code	Benchmark
6	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	6.4.21.5	Construct an argument about the impact of big business and/or technology on the use of natural resources within different communities in Minnesota. (Era 5: Progressive Era & WWI, 1890-1919)
6	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	6.4.21.6	Construct a narrative account about the political and/or social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (Era 6: Depression, WW II & Cold War, 1929-1989)
6	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	6.4.21.7	Construct a narrative account about how Minnesotans have fought for freedom and equality from the Civil Rights era until today. (Era 7: Civil Rights to the Present, 1960-present)

Grade	Strand	Standard	Code	Benchmark
6	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	6.5.22.1	Understand how Dakota and Anishinaabe people today narrate their own pre-contact history.
6	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	6.5.22.2	Examine the long-term effects of the treaties today, especially for Dakota and Anishinaabe nations and their sovereignty.
6	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	6.5.22.3	Examine the long-term implications of divergent Indigenous and European approaches to the land, natural resources and property-ownership on the environment today.
6	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and	6.5.22.4	Examine the impact of slavery and race in Minnesota today.

Grade	Strand	Standard	Code	Benchmark
		reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.		
6	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	6.5.22.5	Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries.
6	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	6.5.22.6	Identify individuals, community organizations, businesses, and corporations that make your community in Minnesota unique.

Grade	Strand	Standard	Code	Benchmark
6	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities to other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	6.5.23.1	Describe and explain the reasons for various racial and ethnic groups' presence in Minnesota (Indigenous, voluntary, or forcible).
6	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities to other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	6.5.23.2	Assess how the establishment of the Minnesota government impacted the freedom, equality and justice for individuals and groups.
6	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities to other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	6.5.23.3	Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, health, growth, and current experience of residents of Minnesota.

Grade	Strand	Standard	Code	Benchmark
6	5. Ethnic Studies	24. 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; and 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. 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; and organize with others to engage in activities that could further the rights and dignity of all.	6.5.24.2	Analyze resistance and community building efforts by racialized and marginalized groups/ individuals in Minnesota
6	5. Ethnic Studies	24. 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; and organize with others to engage in activities that could further the rights and dignity of all.	6.5.24.3	Identify how art reflects changing times, traditions, resources and cultural uses.

Grade	Strand	Standard	Code	Benchmark
7	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, 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. Explain democratic values and principles that guide governments, societies, and communities, and 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.

Grade	Strand	Standard	Code	Benchmark
7	1. Citizenship and Government	3. (Rights and Responsibilities) Explain and evaluate rights, duties and responsibilities in democratic society.	7.1.3.2	Compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.
7	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	7.1.4.1	Describe the amendment process and the impact of key constitutional amendments.
7	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	7.1.4.2	Describe how laws are created; classify the differences between civil, criminal, tribal and juvenile law; give examples of local, state, federal and tribal laws.

Grade	Strand	Standard	Code	Benchmark
7	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	7.1.5.1	Explain the impact of changes in voting laws and election processes on public policy formation.
7	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and how people and communities take action to solve problems and shape public policy.	7.1.5.2	Explain the role of interest groups, various types of media and public opinion on the political process and public policy formation.
7	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of indigenous nations and the United States.	7.1.6.1	Explain the impacts of treaties from multiple perspectives and analyze ways to restore treaty rights.

Grade	Strand	Standard	Code	Benchmark
7	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision makers, consider the impact of a decision on various communities affected by the decision.	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. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions 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. 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. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	7.2.10.1	Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market.
7	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	7.2.10.2	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 such as resource exploitation and unfair labor practices.
7	2. Economics	11. 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.	7.2.11.1	Identify two ways to measure national economic performance, and use them to determine the relative health of the economy at different times.

Grade	Strand	Standard	Code	Benchmark
7	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences 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. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	7.3.13.1	Create and evaluate fixed and dynamic maps from different places, times and perspectives using geospatial technologies.
7	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	7.3.13.2	Investigate spatial and cultural questions to make claims and support them with evidence from maps.

Grade	Strand	Standard	Code	Benchmark
7	3. Geography	14. 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.
7	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	7.3.15.1	Analyze patterns of interconnectedness within the United States, considering past, present and future trends.
7	3. Geography	16. Evaluate the relationship between humans and the environment including climate change.	7.3.16.1	Describe the effects on the physical environment as a result of changes in technology.

Grade	Strand	Standard	Code	Benchmark
7	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	7.3.17.1	Ask and answer questions to make connections to one's own ways of being (identities) and others' ways of knowing (cultures).
7	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	7.3.17.2	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. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	7.4.18.1	Examine historical narratives about US expansion from indigenous perspectives. (Era 1: Founding Era, US Expansion and Native Dispossession)

Grade	Strand	Standard	Code	Benchmark
7	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	7.4.18.2	Evaluate historical narratives from various sources about the debate over slavery in the U.S. and territories; explain how they resulted in major political compromises and, ultimately, the Civil War. (Era 2: Slavery, Civil War & Reconstruction)
7	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	7.4.18.3	Describe the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Era 3: Progressive Era)
7	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	7.4.18.4	Identify the causes and political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Era 4: WW I & Depression)

Grade	Strand	Standard	Code	Benchmark
7	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	7.4.18.5	Outline the causes and conduct of World War II, including the nations involved, major political and military figures and key battles, and the Holocaust. (Era 5: WW II and the Cold War)
7	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	7.4.18.6	Analyze the changing relations between the United States and other countries around the world in the last 50 years. (Era 6: Civil Rights to the Present)
7	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	7.4.19.1	Identify and describe the impact of new technologies and innovations on individuals and communities, from multiple perspectives, in the U.S. and territories. (Era 1: Founding Era, U.S. Expansion and Native Dispossession)

Grade	Strand	Standard	Code	Benchmark
7	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	7.4.19.2	Describe the lived experiences of diverse individuals and communities in the 19th century U.S. and territories. (Era 2: Slavery, Civil War & Reconstruction)
7	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	7.4.19.3	Examine different perspectives regarding migration and immigration at the turn of the 20th century, including immigrant and migrant perspectives. (Era 3: Progressive Era)
7	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	7.4.19.5	Analyze the social and political effects of the Cold War on the people of the United States. (Era 5: WW II and the Cold War)

Grade	Strand	Standard	Code	Benchmark
7	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	7.4.19.6	Evaluate the origins of the long civil rights movement. (Era 6: Civil Rights to the Present)
7	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	7.4.20.1	Analyze multiple primary sources from the founding era and/or early republic, considering what perspectives and narratives are absent from the available sources. (Era 1: Founding Era, U.S. Expansion and Native Dispossession)
7	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	7.4.20.2	Analyze multiple historical sources related to slavery, the Civil War, and/or Reconstruction, considering what perspectives and narratives are absent from the available sources. (Era 2: Slavery, Civil War & Reconstruction)

Grade	Strand	Standard	Code	Benchmark
7	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	7.4.20.3	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. (Era 3: Progressive Era)
7	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	7.4.20.4	Use primary sources to describe the lived experiences of Americans during the Great Depression, including ethnic and racial minorities, and the impact of the New Deal. (Era 4: WW I & Depression)
7	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	7.4.20.6	Examine the impact of new technology, the internet, and social media on historical sources, and evaluate the veracity of various sources found on the internet, i.e., determine (if possible) how the sources were created, how they were circulated, and whether they are reliable. (Era 6: Civil Rights to the Present)

Grade	Strand	Standard	Code	Benchmark
7	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	7.4.21.1	Construct an argument using evidence from multiple sources about the relationship between freedom and slavery in the early U.S. Republic. (Era 1: Founding Era, U.S. Expansion and Native Dispossession)
7	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	7.4.21.2	Construct an argument using multiple sources about how individuals and groups have fought for freedom and civil rights in the 19th century United States. (Era 2: Slavery, Civil War & Reconstruction).
7	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	7.4.21.3	Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Era 3: Progressive Era)

Grade	Strand	Standard	Code	Benchmark
7	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	7.4.21.5	Describe the economic boom and social transformation experienced by postwar United States. (Era 5: WW II and the Cold War)
7	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	7.4.21.6	Create a timeline of major changes in the development of computer power and analyze the changes to shifts in freedom of speech and right to privacy that have resulted from technological breakthroughs and government policies. (Era 6: Civil Rights to the Present)
7	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	7.5.22.1	Define freedom and democracy, and examine how different groups have been included or excluded from these ideals in American history.

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7	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	7.5.22.2	Examine the impact of the United States' Industrial Revolution on the production, consumption and distribution of goods in the past and today, including environmental and economic impacts.
7	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	7.5.22.3	Assess the impact of the New Deal today, and examine different perspectives about the role that the government should play today regarding housing, labor regulation, infrastructure, healthcare, and/or environmental regulations.
7	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	7.5.22.4	Examine the impact and memory of U.S. expansion and native dispossession today, including memorialization and ceremonial reenactments.
7	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and	7.5.22.5	Examine the impact and legacy of the civil rights movement, the American Indian Movement, and the women's rights movement today; compare strategies and

Grade	Strand	Standard	Code	Benchmark
		reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.		objectives of movements today with movements in the past.
7	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender, etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially 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.
7	5. Ethnic Studies	24. 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; and 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).

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7	5. Ethnic Studies	24. 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; and 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.
8	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.	8.1.1.1	Participate in civic discourse on global issues in the world and evaluate arguments including identifying pros and cons.
8	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.	8.1.2.1	Compare various systems of government and their methods of maintaining order and/or control.

Grade	Strand	Standard	Code	Benchmark
8	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.	8.1.2.2	Identify and evaluate democratic principles in different world constitutions.
8	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.	8.1.2.3	Analyze the foundational ideas of 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.
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 nongovernment organizations in how human rights have been addressed in different countries.

Grade	Strand	Standard	Code	Benchmark
8	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	8.1.4.1	Compare the structure, foundations, powers, and limitations of the United States government with the United Nations.
8	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and 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.
8	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	8.1.6.1	Compare the values, principles, and rights in tribal constitutions with the U.S. Constitution.

Grade	Strand	Standard	Code	Benchmark
8	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision makers, consider the impact of a decision on various communities affected by the decision.	8.2.7.1	Evaluate the impact of different economic systems on socioeconomic development.
8	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	8.2.8.1	Identify characteristics and goals of traditional, command, mixed, and market-based economies.
8	2. Economics	9. 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.	8.2.9.1	Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices, and how and why their choices may differ.

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8	2. Economics	10. 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 government. 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. 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 which 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. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	8.2.12.1	Explain how trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.

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8	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	8.3.13.1	Use geospatial technologies to create and interpret maps; evaluate which geographic tools to apply in different situations.
8	3. Geography	13. Apply geographic tools and cultural perspectives to solve problems using geographic inquiry.	8.3.13.2	Apply cultural perspectives to the geographic inquiry process (ask, acquire, analyze, answer, act) to solve spatial problems.
8	3. Geography	14. Describe places and regions, explaining how they are influenced by power structures.	8.3.14.1	Explain how physical and human characteristics and power structures influence how people live in different places.

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8	3. Geography	14. 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 constructing regions.
8	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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 among different peoples 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) and 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 among different peoples within and between cultural, economic and political systems from a local to global scale.	8.3.15.3	Explain how global trade (globalization) impacts economic systems and analyze a regional example from both developing and developed regions.
8	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	8.3.15.4	Explain how cultural characteristics influence changes in population, and analyze a regional example from both developing and developed regions.
8	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	8.3.15.5	Describe changing migration patterns, and analyze a regional example from both developing and developed regions.

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8	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	8.3.15.6	Describe urbanization patterns, and analyze a regional example from both developing and developed regions.
8	3. Geography	16. 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 the impact of one upon the other.
8	3. Geography	16. Evaluate the relationship between humans and the environment including climate change.	8.3.16.2	Analyze sources of energy, including fossil fuels and alternative forms of energy and their impact on climate change.

Grade	Strand	Standard	Code	Benchmark
8	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	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	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	8.3.17.2	Analyze how different perspectives have influenced decisions about where to locate places and how to name them.
8	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	8.4.18.1	Analyze connections between revolutions, independence movements and social transformations during the Cold War era from various perspectives.

Grade	Strand	Standard	Code	Benchmark
8	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	8.4.18.2	Describe political challenges and struggles of newly independent countries during the Cold War era.
8	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	8.4.18.3	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. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) 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.

Grade	Strand	Standard	Code	Benchmark
8	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	8.4.19.2	Examine the Holocaust, genocides, and other cases of mass violence in the 20th and 21st centuries through the use of primary and secondary sources, and analyze how individuals, groups, and societies around the world have been affected by genocide and mass violence, including communities resettled in Minnesota.
8	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	8.4.20.1	Pose questions about a topic in world history since 1950; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.
8	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	8.4.21.1	Describe the development of diasporic communities throughout the world since 1950 due to regional conflicts, genocide and mass violence, changing international labor demands and environmental factors. (Era 1: Indigenous History through Early European Contact)

Grade	Strand	Standard	Code	Benchmark
8	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	8.4.21.2	Describe how movements and social conditions have affected the lives of women in different parts of the world since 1950.
8	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	8.5.22.1	Describe varieties of spiritual and religious beliefs and practices in the contemporary world; both universalizing and non-universalizing.
8	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	8.5.22.2	Assess the state of human rights around the world as described in the Universal Declaration of Human Rights.

Grade	Strand	Standard	Code	Benchmark
8	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	8.5.22.3	Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.
8	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities to other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	8.5.23.1	Examine the cultures and histories of the ethnic groups who have immigrated to Minnesota since the 1950s.
8	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities to other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased or ignored.	8.5.23.2	Examine the 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. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities to other groups living in Minnesota, especially 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. 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; and 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.

High School

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, 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 to monitor and influence state, local tribal, national or international affairs.
9	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, 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.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	1. Apply civic reasoning and demonstrate civic skills, including civic discourse, 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	2. Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.	9.1.2.1	Analyze how means of civic engagement are used to influence the American political system at all levels.
9	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities, and 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, including elections.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	2. Explain democratic values and principles that guide governments, societies, and communities, and 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 and changes created by 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.	9.1.3.3	Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and 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	Evaluate the current and historical interpretations of the principles of due process and equal protection of the law in the 14th Amendment, and analyze evolving civil rights in 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	Explain the responsibilities and duties for all individuals in a republic.

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 how citizenship processes, requirements and duties are established by law and 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 governmental institutions at local, state, tribal and federal levels.	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 governmental institutions at local, state, tribal and federal levels.	9.1.4.2	Evaluate how individuals, businesses, labor and other groups influence United States foreign policy.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	9.1.4.3	Explain the role of international law in world affairs and evaluate the impact of the participation of nation states in international organizations.
9	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	9.1.4.4	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 governmental institutions at local, state, tribal and federal levels.	9.1.4.5	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 governmental institutions at local, state, tribal and federal levels.	9.1.4.6	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 governmental institutions at local, state, tribal and federal levels.	9.1.4.7	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 governmental institutions at local, state, tribal and federal levels.	9.1.4.8	Describe the purposes, types, and sources of laws and rules and evaluate their impact at the local, state, federal or tribal levels.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	9.1.4.9	Explain the powers and operations of the State of Minnesota government as defined in its constitution and its relationship with the federal government.
9	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	9.1.4.10	Explain the powers and operations of local government in Minnesota.
9	1. Citizenship and Government	4. (Governmental Institutions and Political Processes) Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.	9.1.4.11	Compare the budgets of the United States and Minnesota governments, describing the major sources of revenue and categories of spending for each.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and 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. Analyze how public policy is shaped by governmental and non-governmental institutions, and 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.
9	1. Citizenship and Government	5. Analyze how public policy is shaped by governmental and non-governmental institutions, and 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.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	9.1.6.1	Evaluate the unique status of Indigenous nations in relation to the United States.
9	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	9.1.6.2	Compare relationships between Indigenous nations and Minnesota's state and local governments, United States, and governments of other nations.
9	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	9.1.6.3	Compare governing structures of Indigenous nations within Minnesota and the United States.

Grade	Strand	Standard	Code	Benchmark
9	1. Citizenship and Government	6. Evaluate the unique status, relationships and governing structures of Indigenous nations and the United States.	9.1.6.4	Examine contemporary challenges and successes regarding Indigenous nations and the United States government (local, state, federal).
9	2. Economics	7. Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Identify the cultural lens/agency of decision-makers; consider the impact of a decision on various communities affected by the decision.	9.2.7.1	Use economic analysis to explore an economic question.
9	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	9.2.8.1	Identify the incentives and trade-offs related to a choice made by an individual, household, community or government. Describe the opportunity cost of a choice, and analyze the consequences of a specific choice, both intended and unintended.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions 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.
9	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	9.2.8.3	Compare and contrast the characteristics of traditional, command (planned), market-based and mixed economic systems, and demonstrate how most economies are mixed economies with varying degrees of government involvement.
9	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions 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 the intended and unintended consequences.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	8. Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.	9.2.8.5	Identify measures of income distribution, wealth distribution, causes of income inequality, and poverty, and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs.
9	2. Economics	9. 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	Explain that future income is determined by a variety of factors, including human capital (education, knowledge, experience, technical skills), impacts from changes in technology, personal goals, government policies, demographics, unions, discrimination, geography, mobility, debt burden, access to capital, effort, social capital, family obligations.
9	2. Economics	9. 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; make a financial plan considering budgeting and asset building to meet those goals; determine the nature of the barriers the individual confronts; and, determine ways to track the success of the plan.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	9. 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 can generate income, considering risk, return and time horizon. Assets include property, housing, stocks, bonds, savings accounts, monetizing creative enterprises.
9	2. Economics	9. 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; describe the way the financial industry defines its “three C’s” of credit—character (reliability), capacity and collateral—and explain how these measures can affect one’s ability to borrow, rent, get a job and achieve other financial goals.
9	2. Economics	9. 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.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.1	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. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.2	Use economic models to explain how resources, money and goods and services are exchanged in an economy
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.3	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.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.4	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. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.5	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. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.6	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.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.7	Compare and contrast characteristics of various market structures.
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.8	Analyze market failures caused by lack of competition, barriers to resource mobility and lack of perfect information; evaluate the rationale and effectiveness of government attempts to remedy these problems.
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.9	Analyze market failures caused by poorly defined and/or poorly enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these situations. Compare what communal cultures might do to remedy these problems.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	10. 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 government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	9.2.10.10	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	11. 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	Analyze the role of financial institutions and credit markets in the acquisition of capital.
9	2. Economics	11. 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	Evaluate economic growth in terms of changes in gross domestic product (GDP), real GDP per capita, the United Nations Human Development Index, the Gini coefficient and purchasing power parity over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	11. 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	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.
9	2. Economics	11. 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.
9	2. Economics	11. 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.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	11. 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 how various monetary policies of the Federal Reserve are implemented; predict how they are likely to impact overall output, employment, and the price level.
9	2. Economics	11. 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, such as education and housing.
9	2. Economics	11. 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.	9.2.11.8	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.

Grade	Strand	Standard	Code	Benchmark
9	2. Economics	11. 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.	9.2.11.9	Explain how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment and the price level.
9	2. Economics	12. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences 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. Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.	9.2.12.2	Explain how the demand and supply of currencies determine exchange rates and, in turn, affect trade.

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9	3. Geography	13. (Geospatial Skills) Apply geographic tools and spatial ways of thinking to solve problems using geographic inquiry.	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) Apply geographic tools and spatial ways of thinking to solve problems using geographic inquiry.	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. 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.

Grade	Strand	Standard	Code	Benchmark
9	3. Geography	14. 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. 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 among different peoples 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.

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9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.	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)
9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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, local to global.
9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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.

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9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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 70 years.
9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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.
9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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.

Grade	Strand	Standard	Code	Benchmark
9	3. Geography	15. (Human Systems) Analyze patterns of movement and interconnectedness among different peoples 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. 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. 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.

Grade	Strand	Standard	Code	Benchmark
9	3. Geography	16. 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. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	9.3.17.1	Investigate one's own intersecting ways of being (multiple identities) based on location, place, culture, and in relation to others.
9	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	9.3.17.2	Analyze how sense of place has changed over time and how people are reclaiming their sense of place.

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9	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	9.3.17.3	Explain the social construction of race and how it was used to oppress people of color and assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, economic and spatial opportunities.
9	3. Geography	17. Explain sense of place through ways of knowing (culture) and ways of being (identity) from different perspectives, centering Indigenous voices.	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	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.1WH1	Evaluate different narratives about how human migration from Africa to other regions in the world led to environmental changes and human adaptation. (Era 1: Early Human History [250,000 B.C.E.-2,000 B.C.E.]

Grade	Strand	Standard	Code	Benchmark
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.2WH2	Evaluate narratives about the development of cities, societies and empires, including in Asia, the Americas, and Africa. (Era 2: Cities, Societies, and Empires, 2,500 B.C.E.-800 C.E.)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.3WH3	Evaluate narratives about the creation and influence of trade networks connecting Asia, Europe, and Africa. (Era 3: Interregional Networks and Exchange, 700-1500)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.4WH4	Evaluate conflicting narratives about the first global age. (Era 4: The First Global Age, 1400-1800)

Grade	Strand	Standard	Code	Benchmark
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.5WH5	Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution. (Era 5: Revolutions, Empires and Nations, 1750-1900)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.6WH6	Evaluate how the post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (Era 6: The New Global Era, 1900-present)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.7US1	Evaluate multiple Indigenous narratives about pre-colonial North American history. (Era 1: Indigenous History pre-Contact, before 1492)

Grade	Strand	Standard	Code	Benchmark
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.8US2	Evaluate historical narratives about colonialism and slavery, including Indigenous and African diasporic perspectives. (Era 2: Colonial History, 1492-1775)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.9US3	Identify the characteristics of democratic government and develop historical questions about how, when and why access to freedom and the democratic process (including voting) has changed over time in the United States. (Era 3: Age of Revolutions, 1750-1815)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.10US4	Evaluate historical narratives about US imperial expansion and native dispossession, including Manifest Destiny and indigenous perspectives. (Era 4: Imperial Expansion & Native Dispossession)

Grade	Strand	Standard	Code	Benchmark
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.11US5	Evaluate historical narratives about slavery, the Civil War and Reconstruction, including how enslaved and freed people of color resisted slavery, built coalitions, and navigated discrimination and bias in the United States. (Era 5: Slavery, Civil War & Reconstruction)
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.12US6	Evaluate different historical narratives about the emergence of the United States as a world power. (Era 6: Progressive Era, WW I & Depression).
9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.13US7	Evaluate historical narratives about World War II and the Holocaust in the United States and on a global scale. (Era 7: WW II & Cold War, 1939-1989)

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9	4. History	18. Evaluate dominant and non-dominant narratives about change and continuity over time, taking into account historical context, i.e., a) how and why individuals and communities created those narratives; and b) why some narratives have been marginalized while others have not.	9.4.18.14US8	Evaluate the origins of the long civil rights movement, for example African American, Native American, women, Latinx American, Asian American, and Queer American; identify obstacles to the success of the various civil rights movements, and explain tactics used to overcome the obstacles and the role of key leaders and groups. (Era 8: Civil Rights to the Present, 1960-present)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.1WH1	Examine and compare narratives about human origins developed by different societies and consider how they embed social values and concepts. (Era 1: Early Human History, 250,000 B.C.E.-2,000 B.C.E.)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.2WH2	Analyze the emergence, development, and impact of multiple religions and philosophies from at least three different regions. (Era 2: Cities, Societies, and Empires, 2,500 B.C.E.-800 C.E.)

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.3WH3	Compare the cultures in Eastern and Western Europe and the Mediterranean world, including the role of religion, slavery, feudalism and disease. (Era 3: Interregional Networks and Exchange, 700-1500)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.4WH4	Identify major intellectual, scientific, and/or religious developments of the first global age, and their influence today. (Era 4: The First Global Age, 1400-1800)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.5WH5	Examine different perspectives about revolutions, imperialism, and nation-building, including in Latin America/Caribbean, Asia and Africa. (Era 5: Revolutions, Empires and Nations, 1750-1900)

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.6WH6	Describe the responses of individuals, communities, nations, and the world community to human rights violations, including the Holocaust and genocides. (Era 6: The New Global Era, 1900-present)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.7US1	Evaluate pre-Columbian contact theories in the Americas. (Era 1: Indigenous History pre-contact, before 1492)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.8US2	Identify how Native Americans built new coalitions and developed a diverse set of strategies in response to European settler colonialism. (Era 2: Colonial History, 1492-1775)

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.9US3	Examine the perspectives of Black, Indigenous, working class, and/or women on a major issue during the American Revolution and early republic. (Era 3: Age of Revolutions, 1750-1815)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.10US4	Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. (Era 4: Imperial Expansion & Native Dispossession)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.11US5	Describe significant individuals, groups and institutions involved in the struggle for rights for African Americans and analyze how Black and white abolitionists successfully pressured the U.S. government to end slavery. (Era 5: Slavery, Civil War & Reconstruction)

Grade	Strand	Standard	Code	Benchmark
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.12US6	Examine the causes and impact of the Great Depression on individuals, communities, and institutions, and evaluate the impact of the New Deal. (Era 6: Progressive Era, WW I & Depression)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.13US7	Analyze different perspectives about the Cold War and communism in the United States. (Era 7: WW II & Cold War, 1939-1989)
9	4. History	19. Recognize diverse points of view and develop an informed awareness of how our positionality (i.e., gender, race, religion, culture, class, geography, etc.) influences historical perspective.	9.4.19.14US8	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. (Era 8: Civil Rights to the Present, 1960-present)

Grade	Strand	Standard	Code	Benchmark
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.1WH1	Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources. (Era 1: Early Human History, 250,000 B.C.E.-2,000 B.C.E.)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.2WH2	Interpret surviving evidence about ancient cities, societies, and empires, and discern what we can and cannot know about human society from these sources. (Era 2: Cities, Societies, and Empires, 2,500 B.C.E.-800 C.E.)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.3WH3	Use historical sources to compare/describe the Swahili, Ghana and/or Mali Songhai cultures in Africa, and identify their influence on African society today. (Era 3: Interregional Networks and Exchange, 700-1500)

Grade	Strand	Standard	Code	Benchmark
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	9.4.20.4WH4	Investigate and interpret multiple primary sources to understand and analyze the perspectives of individuals and communities who have traditionally been underrepresented in historical narratives about the first global age. (Era 4: The First Global Age, 1400-1800)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	9.4.20.5WH5	Investigate and interpret multiple primary sources from the Age of Revolutions, analyzing why they were written or created, and considering what perspectives and narratives are absent from these sources. (Era 5: Revolutions, Empires and Nations, 1750-1900)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	9.4.20.6WH6	Investigate and interpret multiple primary sources from 1900 to the present, such as oral histories and popular/social media. (Era 6: The New Global Era, 1900-present)

Grade	Strand	Standard	Code	Benchmark
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.7US1	Interpret a variety of historical sources (including objects, artistic works, written accounts, and oral narratives) to develop a nuanced understanding of the multiple, diverse, and complex societies in North America. (Era 1: Indigenous History pre-contact [before 1492])
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.8US2	Investigate historical sources about colonialism and slavery, asking who created them, whose voices are absent, and whose interests were articulated or excluded. (Era 2: Colonial History, 1492-1775)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.9US3	Interpret the founding documents of the United States, including the Declaration of Independence and the Constitution, as historical sources, asking who created them, whose voices were absent, and what interests were articulated or excluded. (Era 3: Age of Revolutions, 1750-1815)

Grade	Strand	Standard	Code	Benchmark
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	9.4.20.10US4	Interpret multiple primary sources to understand and analyze the perspectives of individuals and communities affected by imperial expansion and Native Dispossession. (Era 4: Imperial Expansion & Native Dispossession)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	9.4.20.11US5	Interpret multiple primary sources related to the Civil War to evaluate why the American political system broke down in the 1850s and why several slave states made the decision to secede from the Union to ensure the preservation and expansion of slavery. (Era 5: Slavery, Civil War & Reconstruction)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.	9.4.20.12US6	Interpret historical sources created by Native Americans to examine how Indigenous people responded to changes in federal Indian policy, especially regarding forced removal, sovereignty, land ownership, education and assimilation. (Era 6: Progressive Era, WW I & Depression)

Grade	Strand	Standard	Code	Benchmark
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.13US7	Interpret multiple primary sources to explore the experiences of refugees and immigrants to the United States, and use secondary sources to contextualize their experiences within broader immigration, internal migration, and settlement patterns in the United States. (Era 6: Progressive Era, WW I & Depression)
9	4. History	20. Investigate a variety of historical sources and evidence by: a) identifying primary and secondary sources; b) considering what perspectives and narratives are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, or author’s point of view of these sources.	9.4.20.14US8	Interpret how new media (e.g. social media, photography) and new technologies (e.g. computers, drones) have influenced the creation, interpretation, and memory of historical events. (Era 8: Civil Rights to the Present, 1960-present)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.1WH1	Create an argument or narrative account examining the interrelationship between the emergence of domestication and agriculture; the development of complex societies; and environment and climate. (Era 1: Early Human History, 250,000 B.C.E.-2,000 B.C.E.)

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.2WH2	Create an argument about the emergence and characteristics of complex societies, including the development of new technologies and the impact of human society on the environment. (Era 2: Cities, Societies, and Empires, 2,500 B.C.E.-800 C.E.)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.3WH3	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. (Era 3: Interregional Networks and Exchange, 700-1500)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.4WH4	Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges, and evaluate who benefitted from these changes, and who did not. (Era 4: The First Global Age, 1400-1800)

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.5WH5	Explain the causes, interconnections, and global consequences of three or more independence movements, rebellions, or revolutions in the Atlantic World. (Era 5: Revolutions, Empires and Nations, 1750-1900)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.6WH6	Identify major developments in science, medicine, and technology; analyze their benefits and dangers for society and the environment; and reflect upon one's own experiences related to technological change. (Era 6: The New Global Era, 1900-present)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.7US1	Construct an argument about Indigenous history before European colonialism, using multiple sources. (Era 1: Indigenous History pre-contact, before 1492)

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9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.8US2	Construct an argument about the intended and unintended consequences of European colonialism in the Americas, such as environmental change, and the spread of disease and animals (pigs, cows, horses, etc.) on political, social and environmental change. (Era 2: Colonial History, 1492-1775)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.9US3	Develop an argument based on multiple historical sources about how rebellions in the Americas, including but not limited to the American Revolution and the Haitian Revolution, were connected to political, cultural, and intellectual developments in Africa and Europe. (Era 3: Age of Revolutions, 1750-1815)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.10US4	Construct an argument about US imperial expansion and native dispossession, taking into account indigenous, Mexican, Black, and/or Asian perspectives. (Era 4: Imperial Expansion & Native Dispossession)

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.11US5	Evaluate the meaning of the Civil War for African Americans and Native Americans. (Era 5: Slavery, Civil War & Reconstruction)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.12US6	Construct an argument about the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. (Era 6: Progressive Era, WW I & Depression)
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.US7	Construct an argument about the impact of the technological changes on American society and popular culture in the post-World War II era. (Era 7: WW II & Cold War, 1939-1989)

Grade	Strand	Standard	Code	Benchmark
9	4. History	21. Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.	9.4.21.13US8	Explain the difference between an immigrant and a refugee; describe various immigrant, migrant and refugee groups, including Hmong, Somali and Latinos who have come to the United States; analyze their contributions to United States society. (Era 8: Civil Rights to the Present, 1960-present)
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.1WH1	Interpret how people today have used early human history to support various intellectual, social, and political ideas.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.2WH2	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 any of your observations can be applied to human society today.

Grade	Strand	Standard	Code	Benchmark
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.3WH3	Identify the influence of Islamic centers of learning on the European Renaissance, the scientific revolution, and society today.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.4WH4	Analyze how hierarchies based upon race, social class and religion have been used to justify imperialism, colonization and chattel slavery; how those hierarchies and justifications have changed over time; and how they influence our society today.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.5WH5	Describe the origins and spread of the transatlantic abolition movement, centering the role of Black abolitionists, and compare historical abolition to abolitionist movements today.

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9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.6WH6	Develop a respectful awareness about how ideas and norms about gender have changed over time, and how members of the LGBTQ+ community have responded to persecution or marginalization by building coalitions to promote gender equality/equity.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.7WH7	Identify successful strategies in the environmental movement of the 20th and 21st centuries to make a plan to develop, organize local community action.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.8US1	Examine the significance of foundational dates in U.S. history today, including 1492, 1607, 1619, 1620 and 1776. Interpret why and how these dates became memorialized in the 19th, 20th, and 21st centuries.

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9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.9US2	Examine the meaning of freedom in the Revolutionary era and today, and examine how groups and communities have fought for freedom, both then and now.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.10US3	Examine how people today view government responses to economic crises, and evaluate who is helped or hurt by action or inaction.
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.11US4	Evaluate the achievements, limitations, and legacy of the Universal Declaration of Human Rights of 1948; develop an argument about what human rights should encompass today, and/or in the future. (U.S. History Era 7: WW II & Cold War, 1939-1989)

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9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.12US5	Examine how people today view the successes and failures of the Reconstruction and the implementation of the 13th, 14th, and 15th Amendments on the overall impact to reduce discrimination and inequality. (U.S. History Era 8: Civil Rights to the Present, 1960-present)
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.13US6	Evaluate the legacy and lasting effects of the civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns. (U.S. History Era 8: Civil Rights to the Present, 1960-present)
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.14US7	Draw on historical examples to propose a viable solution to a pressing economic, environmental, or social issue. (U.S. History Era 8: Civil Rights to the Present, 1960-present)

Grade	Strand	Standard	Code	Benchmark
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.15	Analyze contemporary representations (Indigenous and Non-Indigenous) of Native American history, iconography, imagery, symbolism and culture today.)
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.16	Apply methodologies of fugitivity to map-making, economics and education
9	5. Ethnic Studies	22. Use historical methods and sources, inclusive of ethnic and Indigenous studies methods and sources, to understand and reflect upon the roots of contemporary social systems and environmental systems of oppressions and apply lessons from the past to eliminate injustice and work toward an equitable future.	9.5.22.17	Explore how criminality is constructed and what makes a person a criminal.

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9	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially 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. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially 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.
9	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially 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.

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9	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased, or ignored.	9.5.23.4	Investigate how the establishment of the U.S. government upheld or violated ideas of freedom, equality and justice for individuals and groups.
9	5. Ethnic Studies	23. Develop an understanding of the ways power and language construct the social identities of race, geography, ethnicity, gender etc. Apply these understandings to one's own social identities other groups living in Minnesota, especially those whose stories and histories have been marginalized, erased, or ignored.	9.5.23.5	Examine the impact of US imperialism and foreign policy on immigration patterns.
9	5. Ethnic Studies	24. 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; and organize with others to engage in activities that could further the rights and dignity of all.	9.5.24.1	Compare 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.

Grade	Strand	Standard	Code	Benchmark
9	5. Ethnic Studies	24. 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; and 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.