

MINNESOTA SOCIAL STUDIES STANDARDS REVISION PROCESS



What do you already know about the Social Studies standards? (pt 1)

- 1. What is the primary content taught in 4th grade?**
- 2. What is the primary content taught in 6th grade?**
- 3. At what grade level do students take American Government & Citizenship in your school(s)?**





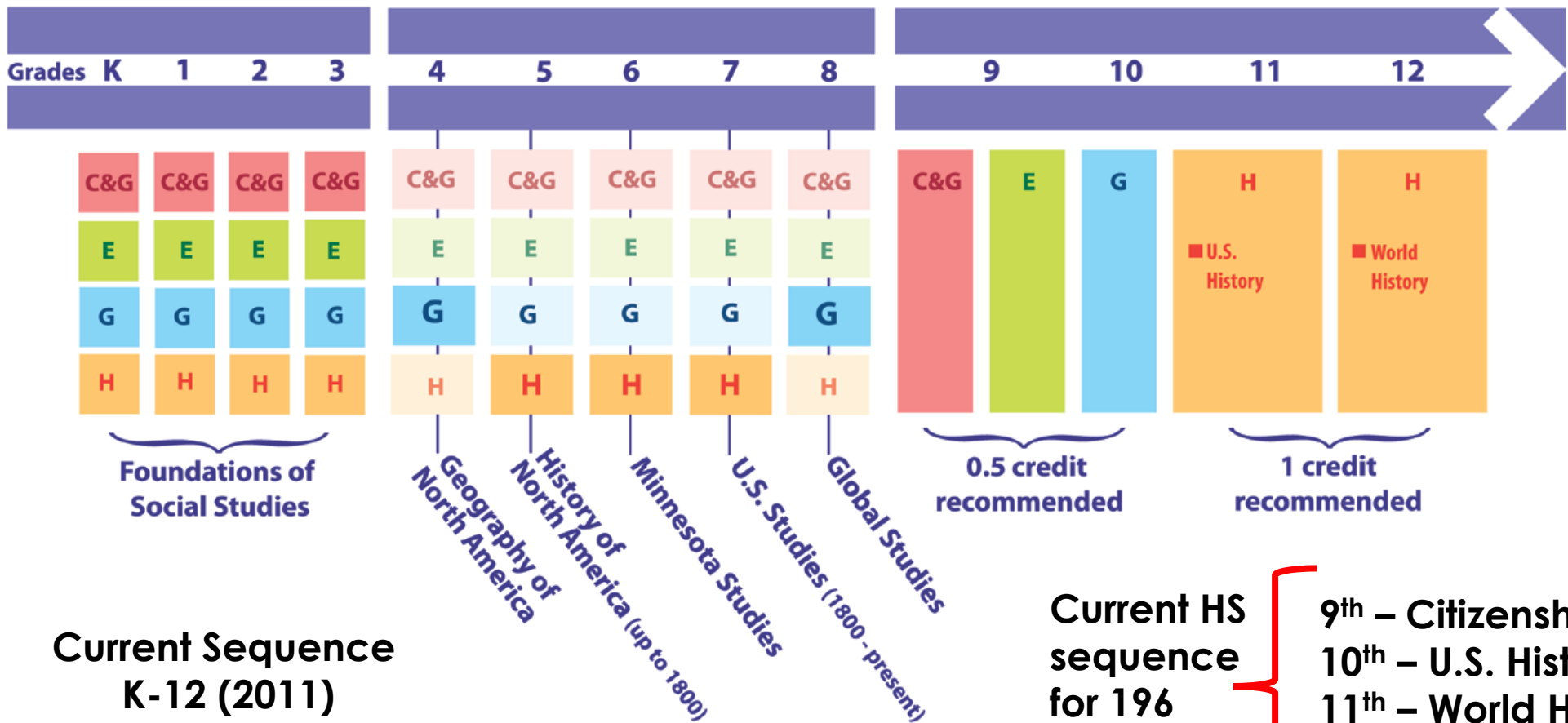
What do you already know about the Social Studies standards? (pt 2)

- 4. How often are standards reviewed and revised in Minnesota?**
- 5. What are the four core disciplines addressed in the Social Studies standards?**
- 6. How many years of Social Studies instruction are required by the state for high school students?**
- 7. Beyond content, are there state literacy standards for Social Studies that students are expected to develop and demonstrate?**

Standards Inform a Generation

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th

Once approved through the 'Rule-Making' process with MDE and the Legislature, the Social Studies standards are expected to be in place by fall **2026**.



Legend

C&G	Citizenship & Government	E	Economics
G	Geography	H	History

Note

Grades 4 through 8 include all strands with focus on a LEAD discipline. Indicated by bolder color and boldface type.

Minnesota Department of
Education

2020-21 Minnesota Social Studies Standards Committee

1. Jose Alvillar Navigate Minnesota
2. JoEllen Ambrose Bethel University
3. Siri Anderson St. Catherine University
4. Antonio Arce Leech Lake Tribal College
5. Elizabeth Averbeck Kasson-Mantorville Independent School District
6. Todd Beach Rosemount-Apple Valley-Eagan Independent School District 196
7. Courtney Bell Saint Paul Independent School District
8. Dan Bordwell Anoka-Hennepin Independent School District 11
9. Maria Burnett Grand Portage Reservation Tribal Council
10. Matt Carlstrom Deer River Independent School District 317
11. Yeng Chang North St. Paul- Maplewood - Oakdale ISD 622
12. Maurella Cunningham Winona Area Independent School District
13. Katharine Gerbner Department of History, University of Minnesota-Twin Cities
14. Dana Goodwin White Earth Reservation
15. Jonathan Hamilton Education for Liberation- Minnesota and Macalester College
16. Barry Hand Bdote Learning Center
17. Angela Hartman Underwood Independent School District
18. Aaliyah Hodge University of St. Thomas Charter School Authorizing
19. Curtis Johnson Roseville Area Schools Independent School District 623
20. Crystal Johnson Osseo Area Schools
21. Ashley Krohn Minneapolis Public Schools
22. Danyika Leonard Education Evolving
23. Kevin Lindsey Minnesota Humanities Center
24. Joshua Mailhot Fisher Independent School District
25. Alma Mendez MTCS District -Minnesota Connections Academy
26. Kosar Mohamud Minneapolis Public Schools
27. Ngan Nguyen Brooklyn Center Independent School District
28. MK Nguyen St. Paul Public Schools
29. Derek Olson Stillwater Area Schools
30. Demetria Poe Osseo Area Schools
31. Teresa Ponessa University of Saint Thomas
32. Jackie Probst Redwood Area School District
33. Brandon Raymo Minnesota River Valley Education District
34. Martha Rush Mounds View Independent School District
35. Emily Schoephoerster Buffalo-Hanover-Montrose School District
36. Regina Seabrook Equity Alliance Minnesota
37. Joycelyn Shingobe Nay Ah Shing School -Mille Lacs Band of Ojibwe
38. Charles Skemp Independent School District 197
39. Angelica Torralba-Olague Minneapolis Public Schools
40. Sarah Winans Wayzata Independent School District
41. Jess Winkelaar Mounds View Independent School District

Career, College, and Civic Life Readiness Belief Statement for Social Studies

(Draft Dec 2020)

Minnesota is the contemporary and ancestral home of the Anishinaabe and Dakota peoples, and social studies education on this land will acknowledge and honor their contemporary and historical voices.

Social studies engages students in the disciplinary and interdisciplinary practices of political scientists, economists, geographers, and historians in order to examine and address societal problems.

Social studies empowers learners to acquire, evaluate and apply knowledge; to practice critical thinking, reasoning, inquiry, and literacy skills; to be conscious and critical of their own biases and those of larger society; and develop the dispositions needed to become inquisitive, informed, empathetic, and engaged members of our global community.

Social studies prepares students to live and interact in diverse communities through examining their identities, respectfully engaging with different perspectives, and addressing powerful social, cultural, and political inequities, as well as their connections to other axes of stratification, including gender, race, class, sexuality, and legal status.



What are Standards and Benchmarks?

- An academic **standard** is a summary description of student learning in a content area. Each standard contains one or more benchmarks.
- A **benchmark** supplements a 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.

What Standards and Benchmarks are NOT...

- 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.

FIRST DRAFT: Anchor Standards

- Three virtual **townhall** sessions were held in December 2020 to listen to public feedback about the **first draft** of the social studies standards - the sessions were very well attended with feedback from **hundreds of voices** from a variety of groups and perspectives across Minnesota.
- The **first draft** of the social studies standards included ONLY **Anchor Standards**.
- The first draft did NOT include a **structure** that gives some indication about the grade level for the standards.
- The **first draft** did NOT include any revisions to the Benchmarks.
- The first draft did NOT include the Common Core **Literacy** Standards for History/Social Studies.


SAMPLE:

Anchor Standard

- 1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.



SECOND DRAFT: Benchmarks

- In the preparing the **second draft** of the social studies standards, the work focused on the detailed supplemental **benchmarks** within each standard.
 - Ensuring that the standards reflect **Minnesota's student population** continues to be an important lens 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.
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SAMPLE: Benchmark

- 1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation. (**Anchor standard**)
- Describe how consensus building is used to identify and respond to a community problem. (**4th grade Benchmark**)



SECOND DRAFT: Ethnic Studies


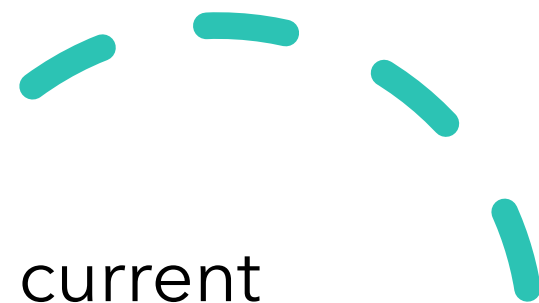
- In the second draft, some benchmarks have been moved into a new strand called **Ethnic Studies**, which emphasizes **understanding of multiple perspectives**. This addresses a theme from the first round of public comment, which was the desire to highlight our individual and shared experiences in learning.

SAMPLE: **Anchor Standard for Ethnic Studies**

- 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.

SAMPLE: Benchmark for Ethnic Studies

- 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. **(Anchor standard)**
- Examine the contributions immigrants in the United States have made on political ideas, agricultural developments, technological advancements, and cultural traditions. **(8th Grade Benchmark)**



PUSH-BACK to Ethnic Studies

- Critical Race Theory is **not** included in any current or proposed Minnesota K-12 Academic Standards. Critical Race Theory is a concept that was developed in the 1970s by legal scholars. It may be taught in some master's or doctoral-level programs.

Clear expectations from the public



Explicit attention to equity and inclusion in the curriculum and our practices. Use evidence to inform practice.



Greater attention to continued professional learning for educators.



Greater accountability to the public we serve.

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Standards and Benchmarks are NOT Curriculum

- 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 expectation of the academic standards.
- Curriculum and materials **MUST** be written and selected with a commitment to **diversity, equity, and inclusion**.



Questions

What questions or thoughts do you have to share?



Thank you.

Todd Beach, Ph.D.
Lead Teacher in the Social Studies
District 196: Rosemount, Apple Valley, Eagan, Minnesota