

3501.1350 ACADEMIC STANDARDS FOR SOCIAL STUDIES.

Subpart 1. **Purpose.** The purpose of these standards is to establish statewide standards for social studies that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 through 6.

Subp. 2. **Citizenship and government.**

A. Civic Skills: The student will apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.

B. Democratic Values and Principles: The student will explain democratic values and principles that guide governments, societies, and communities and analyze the tensions within the United States constitutional government.

C. Rights and Responsibilities: The student will explain and evaluate rights, duties, and responsibilities in democratic society.

D. Governmental Institutions and Political Processes: The student will explain and evaluate processes, rules, and laws of the United States governmental institutions at local, state, and federal levels and within Tribal Nations.

E. Public Policy: The student will analyze how public policy is shaped by governmental and nongovernmental institutions, and how people and communities take action to solve problems and shape public policy.

F. Tribal Nations: The student will evaluate the unique political status, trust relationships, and governing structures of sovereign Tribal Nations and the United States.

Subp. 3. **Economics.**

A. Economic Inquiry: The student will use economic models and reasoning and data analysis to construct an argument and propose a solution related to an economic question. The student will evaluate the impact of the proposed solution on various communities that would be affected.

B. Fundamental Economics Concepts: The student will analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. The student will analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.

C. Personal Finance: The student will 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.

D. Microeconomics: The student will explain and evaluate how resources are used and how goods and services are distributed within different economic systems. The student will analyze how incentives influence the decisions of consumers, producers, and governments. The student

will evaluate the intended and unintended consequences of these decisions from multiple perspectives.

E. Macroeconomics: The student will measure and evaluate the well-being of nations and communities using a variety of indicators. The student will explain the causes of economic ups and downs. The student will evaluate how government actions affect a nation's economy and individuals' well-being within an economy.

F. Global and International Economics: The student will explain why people trade and why nations encourage or limit trade. The student will analyze the costs and benefits of international trade and globalization on communities and the environment.

Subp. 4. Geography.

A. Geospatial Skills and Inquiry: The student will apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.

B. Places and Regions: The student will describe places and regions, explaining how they are influenced by power structures.

C. Human Systems: The student will analyze patterns of movement and interconnectedness within and between cultural, economic, and political systems from a local to global scale.

D. Human-Environment Interaction: The student will evaluate the relationship between humans and the environment, including climate change.

E. Culture: The student will investigate how a sense of place is impacted by different cultural perspectives.

Subp. 5. United States and world history.

A. Context, Change, and Continuity: The student will ask historical questions about context, change, and continuity in order to identify and analyze dominant and nondominant narratives about the past.

B. Historical Perspectives: The student will identify diverse points of view and describe how one's frame of reference influences historical perspective.

C. Historical Sources and Evidence: The student will investigate a variety of historical sources by:

(1) analyzing primary and secondary sources;

(2) identifying perspectives and narratives that are absent from the available sources;

and

(3) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.

D. Causation and Argumentation: The student will integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.

E. Connecting Past and Present: The student will use historical methods and sources to identify and analyze the roots of a contemporary issue. The student will design a plan to address it.

Subp. 6. Ethnic studies.

A. Identity: The student will analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. The student will apply understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

B. Resistance: The student will describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. The student will identify strategies or times that have resulted in lasting change. The student will organize with others to engage in activities that could further the rights and dignity of all.

C. Ways of Knowing and Methodologies: The student will use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

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History: *48 SR 839*

NOTE: These standards are effective at the beginning of the 2026-2027 school year.

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