

Minnesota Department of
Education

October 12, 2012

Legislative Reference Library
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Re: In The Matter of the Proposed Rules of the Department of Education Governing Social Studies Academic Standards; Revisor ID Number 4078.

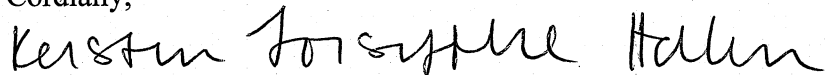
Dear Librarian:

The Minnesota Department of Education intends to adopt rules governing Social Studies Academic Standards. We plan to publish a Dual Notice in the October 29th State Register.

The Department has prepared a Statement of Need and Reasonableness. As required by Minnesota Statutes, sections 14.131 and 14.23, the Department is sending the Library an electronic copy of the Statement of Need and Reasonableness shortly prior to when we are mailing our Notice of Intent to Adopt Rules.

If you have questions, please contact me at 651-582-8583 or Kerstin.forsythe@state.mn.us.

Cordially,



Kerstin Forsythe Hahn, J.D.
Rulemaking Coordinator
Minnesota Department of Education

Enclosure: Statement of Need and Reasonableness



Minnesota Department of Education

STATEMENT OF NEED AND REASONABLENESS

Proposed Rules Governing Social Studies Academic Standards

Minnesota Rules, Chapter 3501.1300

Minnesota Department of Education

STATEMENT OF NEED AND REASONABLENESS

Proposed Rules Governing Social Studies Academic Standards, Minnesota Rules, Chapter 3501.1300.

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Minnesota Department of Education

STATEMENT OF NEED AND REASONABLENESS

Proposed Rules Governing Social Studies Academic Standards, Minnesota Rules, Chapter 3501.1300.

Introduction

Policymakers have long believed that a high-functioning education system is important to our nation's future. A quick review of some important federal policies in the last half century provides support for this claim. The first and perhaps most powerful example was policy created during the "Sputnik Crisis." The Soviet Union's successful launch of Sputnik, the world's first artificial satellite, posed a threat to our nation's security in 1957. In response, the U.S. Congress passed the 1958 National Defense Education Act. The Act sought to fully develop "the mental resources and technical skills" of students and resulted in improvements in the quantity and quality of mathematics and science courses. Years later, the 1983 report, "A Nation at Risk," ushered in another era of educational policies and programs intended to rescue U.S. students from "a rising tide of [educational] mediocrity." Finally, the landmark No Child Left Behind Act of 2001 (NCLB) sought to eliminate achievement gaps among groups of students through standards-based education reforms that included a new system of accountability for states, districts and schools. The NCLB reforms were based on the assumption that our nation's future depended on not just some, but *all* students receiving a high quality K-12 education. The good news is that after a half-century of federal, state and local policymaking, there now is evidence that U.S. students are doing considerably better than years ago.¹

But while the performance of U.S. students is improving, it is not improving at a fast enough rate for them to be globally competitive. A 2012 task force sponsored by the Council on Foreign Relations studied the performance of students in the U.S. and other countries. Chaired by former New York City schools chancellor Joel I. Klein and former U.S. secretary of state Condoleezza Rice, the task force issued a sobering conclusion that, "overall, U.S. educational outcomes are unacceptably low."² The task force warned that the country "will not be able to keep pace—much less lead—globally unless it moves to fix the problems it has allowed to fester for too long."³ Most recently, researchers compared international and U.S. state trends in achievement growth. After analyzing results of national and international assessments in reading, mathematics and science, the authors found that the task force's warnings are strongly supported by the available evidence.⁴ Most Americans agree that in order for U.S. students to be competitive, and to lead fully productive lives, they will need stronger skills—not just in reading, mathematics and science—but in all academic areas, including social studies. The purpose of the proposed social studies rules is to provide updated academic standards that reflect college and career readiness skills, practices of citizenship, and best practices in the social studies disciplines. Schools will re-tool curriculum around the standards to ensure that all students achieve the knowledge and skills specified in the new standards.

¹ Hanushek, Eric A., et al., *Achievement Growth: International and U.S. State Trends in Student Performance*, Harvard's Program on Education Policy and Governance & Education Next Report No.: 12-03 (2012) available at: http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG12-03_CatchingUp.pdf (last visited Sept. 19, 2012).

² Council on Foreign Relations, Independent Task Force on U.S. Education Reform and National Security, *U.S. Education Reform and National Security*, Report No. 68 (March 2012), available at: <http://www.cfr.org/united-states/us-education-reform-national-security/p27618> last visited Sept. 19, 2012).

³ *Id.*

⁴ Hanushek, et al, *supra* at note 1.

Importance of Social Studies Education For All Students

Social studies education provides “the understandings, the skills, the thinking, the perspectives and the tools for inquiry” that will be essential for students as they face the challenges of the future world.”⁵ In Minnesota, students are expected to master knowledge and skills in four social studies disciplines:

- Civics and government;
- Economics;
- Geography; and
- History (state, U.S and world).

Social studies disciplines impact the lives of individuals and the well-being of our country in countless ways. For instance, geographical and economic information plays a crucial role in a wide range of domestic and foreign policy issues such as devising effective job growth policies for a drought-stricken region or evaluating the impact of the North American Free Trade Agreement. As adults, our ability to make informed voting decisions and participate in civic life is shaped by our understanding of civics and government. Contemporary issues such as “the Arab Spring” have greater meaning when viewed with a historical lens as we realize that ideas have real consequences and that events are shaped by both ideas and the actions of people acting alone and collectively.⁶

At least six important trends and assumptions underscore the need for students to have a solid foundation in social studies. They include the following:

- Globalization is driving the demand for an internationally competent workforce. U.S. trade continues to expand, and with it, U.S. employment. Today, more than 38 million U.S. jobs depend on trade. That means that more than one in five jobs is linked to the imports and exports of goods and services.⁷ The National Academy of Sciences warned, “a pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global market place and [to] produce an informed citizenry.”⁸ Thus, in order for students to be prepared for these and other new jobs, they must possess understanding of the key economic, geographic, historical and civic principles that drive nations and their peoples. Students need social studies knowledge to understand the interconnections of global markets and they need social studies skills to examine how these interconnections will impact their lives. They need to possess the “global awareness” that the globalization of work requires.⁹ It is likely their future jobs will require them to collaborate on international work teams, manage employees from other cultures and countries and communicate with colleagues and clients abroad.¹⁰

⁵ Yell, Michael M., *Embracing the Future through Social Studies*, Social Education 73(1), p. 6-9, National Council for the Social Studies (2009).

⁶ The term, *Arab Spring*, refers to the pro-democracy revolutionary movement in the Middle East and North Africa that started in December 2010. Cornell University Library Guides, *Arab Spring: A Research and Study Guide*, available at: http://guides.library.cornell.edu/arab_spring (last visited Aug. 24, 2012).

⁷ Business Roundtable Report, *Trade and American Jobs: The Impact of Trade on U.S. and State-Level Employment—An Update* (July 2010), available at: <http://businessroundtable.org/studies-and-reports/trade-and-american-jobs/>.

⁸ National Academy of Sciences Committee to Review the Title VI and Fulbright-Hays International Education Programs. *International Education and Foreign Languages: Keys to Securing America’s Future* (Free Executive Summary). Washington, DC: National Academies Press, 2007, p.1.

⁹ Stewart, Vivien., *Becoming Citizens of the World*, The Prepared Graduate Vol. 64, No.7, p. 8-14 (April 2007), available at: <http://www.ascd.org/publications/educational-leadership/apr07/vol64/num07/Becoming-Citizens-of-the-World.aspx> (last visited Sept. 18, 2012).

¹⁰ Committee for Economic Development, Education for Global Leadership: *The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*, p. 1-2, Washington D.C: Committee for Economic Development (2006).

- An educated citizenry is necessary to ensure the continuation of a democratic society. Our nation's fourth president, James Madison, said that "the advancement and diffusion of knowledge ... is the only guardian of true liberty."¹¹ We live in a constitutional representative democracy. In other words, we elect fellow citizens to do the work of government, which is limited by the Constitution, and we trust that our elected officials will do their work well. If the nation's citizens are enlightened, they will know if and when their representatives are not behaving responsibly and ultimately, can vote them in or out of office. An important means for helping students to become enlightened is through their study of civics and government, history, geography and economics.
- New issues threaten our national and economic security. Our nation does not exist in isolation. The United States economy is highly dependent on trade throughout the world. Our security depends on how we deal with global issues such as terrorism, widespread natural disasters, and the proliferation of nuclear weapons. Our health depends on knowing about and responding to medical crises that span national borders, such as SARS, Mad Cow Disease and AIDS¹². To a great degree, the social studies disciplines contribute to our understanding of all of these issues.
- There is increased diversity in society. Hispanic culture in the United States has grown 34 percent since 1995 and is projected to grow 73 percent in next 20 years. The Asian population has grown 41 percent since 1995 and is projected to grow 83 percent in next 20 years. Students need to understand the diversity that increasingly characterizes their country and the world at large. Through social studies, students learn that differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. In today's workplace, adults generally work alongside colleagues from their own communities and often communicate with those from other countries and cultures. In tomorrow's workplace, adults will be working alongside those from other cultures, if only digitally.¹³
- Students need "21st century skills" as well as content knowledge. Harvard education expert Tony Wagner interviewed a wide variety of business leaders and observed numerous classes in some of the nation's most highly respected public schools. He discovered a profound disconnect between what potential employers are looking for in young people today (critical thinking skills, creativity and effective communication) and what our schools are providing.¹⁴ He argues that schools should help students become entrepreneurs and innovators, through development of the qualities of curiosity, collaboration, integrative thinking and a bias toward action and experimentation.¹⁵ A national poll conducted by Public Opinion Strategies and Peter D. Hart Research Associates found that 86 percent of voters say they believe that schools can and should incorporate skills such as critical thinking and problem-solving skills, computer and technology skills and communication and self-direction skills into their curriculum.¹⁶ All of these

¹¹ The Washington, Jefferson and Madison Institute, *available at*: <http://wjmi.blogspot.com/2011/03/thomas-jefferson-and-education.html> (*last visited* August 6, 2012).

¹² Michele Anciaux Aoki, Testimony to the House Education Committee (2004).

¹³ Yell, *supra* at note 5.

¹⁴ Tony Wagner, *Creating Innovators: The Making of Young People Who Will Change the World*. Scribner, NY 2012.

¹⁵ Tony Wagner, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It*. Basic Books, New York (2008).

¹⁶ The Conference Board, Inc., The Partnership for 21st Century Skills, Corporate Voices for Working Families, and The Society for Human Resource Management, *Are They Really Ready to Work?—Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (2006), *available at*: http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf (Last visited Sept. 13, 2012).

skills comprise what are commonly referred to “21st century skills.” In high quality social studies instruction, students practice these skills as they master content knowledge.

In summary, high quality social studies education broadens student horizons, deepens their understanding of the past and present, and helps ready them for the challenges of the new millennium.¹⁷

Performance of U.S. Students in Social Studies

An important measure of student achievement in social studies is the National Assessment of Educational Progress (NAEP) at grades four, eight and 12. The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas supported by the U.S. Department of Education. NAEP assessments are conducted periodically in various subjects including the social studies disciplines of civics, economics, geography, and U.S. history. Results of the NAEP assessments are reported as “The Nation’s Report Card.”¹⁸

There are three achievement levels for each grade assessed by NAEP (four, eight, and 12): *Basic*, *Proficient*, and *Advanced*. Students who achieve the *Basic* level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. Students who achieve the *Proficient* level demonstrate solid academic performance. They show competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. Finally, students who achieve the *Advanced* level demonstrate superior performance at each grade assessed. Minnesota standards should align with expectations at the *Proficient* level or higher since performance lower than this would inadequately prepare students for college and careers. The following are findings from the most recent administration of the NAEP in Civics, Economics, Geography and U.S. History. These statistics include the percentage of students at each grade who achieve a rating of *Proficient* or higher (*Advanced*). Unfortunately, the evidence indicates that many U.S. students lack essential knowledge and skills in the social studies disciplines.

Civics (2010 NAEP)¹⁹

- Only about one-quarter of students achieved proficiency or higher. (27 percent of fourth-graders, 22 percent of eighth-graders, and 24 percent of twelfth-graders performed at or above the Proficient level.)
- Example of a concept that most grade four students did not know: Identify the purpose of the U.S. Constitution.
- Example of a concept that most grade eight students did not know: Recognize a role performed by the Supreme Court.
- Example of a concept that most grade 12 students did not know: Identify the effect of U.S. foreign policy on other nations.
- The percentages of students at or above Proficient in 2010 were lower than 2006 at grade 12, were not significantly different from the percentages in the previous assessment years at grade eight, and were higher than in 2006 and 1998 at grade four.

¹⁷ Yell, *supra* at note 5.

¹⁸ National Association for Educational Progress (NAEP), *The Nation’s Report Card*, available at: <http://nationsreportcard.gov/> (last visited Sept. 17, 2012). Reports are available on subjects, including civics, geography, economics, and U.S. history.

¹⁹ National Assessment for Educational Progress (NAEP), *The Nation’s Report Card: Civics 2010-National Assessment of Educational Progress at Grades 4, 8, and 12* (2010), available at: http://nationsreportcard.gov/civics_2010/civics_2010_report/ (last visited Sept. 17, 2012).

Economics (2006 NAEP, grade 12 only)²⁰

- Fewer than half (42 percent) of students achieved proficiency or higher in this first NAEP assessment of economics at grade 12.
- Example of a skill related to the market economy that most grade 12 students could not demonstrate: Interpret a supply and demand graph to determine the effect of establishing a price control.
- Examples of skills related to the national economy that most grade 12 students could not demonstrate: 1) Identify the federal government's primary source of revenue and 2) Analyze how a change in the unemployment rate affects income, spending and production.
- Example of a skill related to the international economy that most grade 12 students could not demonstrate: Identify how investment in education can impact economic growth.

Geography (2010 NAEP)²¹

- Only about one-quarter of students achieved proficiency or higher (21 percent of fourth-graders, 27 percent of eighth-graders, and 20 percent of twelfth-graders performed at or above the Proficient level.)
- Example of a concept that most grade four students did not know: Recognize what prevents soil erosion.
- Example of a concept that most grade eight students did not know: Explain the effect of a monsoon in India.
- Example of a concept that most grade 12 students did not know: Explain why terraced farming is suited to particular terrains.
- At grade 12, the percentage of students at or above Proficient was lower in 2010 than in earlier assessment years. At grades 4 and 8, the percentages of students at or above Proficient in 2010 were not significantly different from the percentages in 2001 and 1994.

U.S. History (2010 NAEP)²²

- Significantly less than one-quarter of students achieved proficiency or higher (20 percent of fourth-graders, 17 percent of eighth-graders, and 12 percent of twelfth-graders performed at or above the Proficient level.)
- Example of a concept that most grade four students did not know: Understand that canals increased trade among states.
- Example of a concept that most grade eight students could not demonstrate: Identify a domestic impact of war.

²⁰ National Assessment of Educational Progress (NAEP), *Nation's Report Card: Economics 2006-National Assessment of Educational Progress at Grade 12*, available at: <http://nces.ed.gov/nationsreportcard/pdf/main2006/2007475.pdf> (last visited Sept. 17, 2012).

²¹ National Assessment of Educational Progress (NAEP), *Nation's Report Card: Geography 2010-National Assessment of Educational Progress at Grades 4, 8, and 12*, available at: <http://nces.ed.gov/nationsreportcard/pubs/main2010/2011467.asp> (last visited Sept. 17, 2012).

²² National Assessment of Educational Progress (NAEP), *Nation's Report Card: U.S. History 2010-National Assessment of Educational Progress at Grades 4, 8, and 12*, available at: <http://nces.ed.gov/nationsreportcard/pubs/main2010/2011468.asp> (last visited Sept. 17, 2012).

- Example of a concept that most grade 12 students did not know: Understand Missouri statehood in the context of sectionalism.
- At grades 4, 8, and 12, the percentages of students at or above Proficient in 2010 were not significantly different from the percentages in 2006.

Given the disappointing overall performance of American students on NAEP assessments, one must conclude that many of today's students are not mastering the knowledge and skills they need to understand, let alone, help address the profound issues related to our changing society and global economy. In particular, African American and Hispanic students and students from low-income families are at risk since the achievement gaps between these groups and white, higher income students continue to persist.²³ Reducing inequality in education is not only socially just, it's essential for ensuring that the United States retains a competitive edge. Indeed, many economists claim that states planning to grow their economies *must* find ways to close their achievement gaps.²⁴ More time allotted to instruction in social studies would help remedy the situation to some degree. *How much* social studies education students receive, however, may be less important than *what* type of social studies instruction they receive. All schools need to provide, and all students need to be engaged in, high quality standards-based social studies education.

Role of Standards in High Quality Social Studies Education For All Students

The foundation of a quality social studies education is rigorous academic standards. States across the nation are developing, implementing, measuring and revising K-12 academic standards. They are building the foundation for educational improvement—an approach that focuses instruction on the most important knowledge and skills of the discipline. Once these learning targets are established and understood, educators can effectively plan instruction and other educational supports to help their students. A standards-based system has implications not only for instruction, but accountability, as well. It shifts the traditional accountability focus from education *inputs* such as number of school days or credit hours to student achievement of the standards. A system that is “standards-based,” therefore, shines a spotlight on the results or *outcomes* of student learning.

The purpose of standards-based education is improved student achievement. Minnesota's proposed social studies standards set minimum expectations for all learners throughout the state while allowing local school districts the flexibility to determine the curriculum, instructional methods, assessment tools and learning environments that will best help their students achieve those standards. The first step, then, in a standards-based education system is the development of academic standards. Standards define the learning targets. The standards identify the most important knowledge and skills of the content area without specifying particular curriculum or instruction. Put another way, the standards identify *what* must be taught, rather than *how* it must be taught.

More specifically, standards are broad statements of the knowledge and skills that students need to master in order to be considered proficient in a content area. The state's current social studies academic standards were established in 2004 after several years of standards-based reform initiatives at the state and federal levels. The proposed revisions refine the state's social studies academic

²³ For example, there was a 31-point gap in average geography scores between White and Black students in grade 8. Students who were not eligible for free or reduced-price lunch scored 16 points higher on average than those who were eligible for reduced-price lunch, who in turn scored 11 points higher than those eligible for free lunch.

²⁴ The National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. Washington DC, *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*, p. 14 (2008), available at: <http://www.achieve.org/BenchmarkingforSuccess> (last visited Sept. 18, 2012).

standards to better target the most important knowledge and skills in civics and government, economics, geography and history.

Need For Revised Standards in Social Studies

There are several important reasons to revise the state's current social studies standards, including the need to do the following:

- Meet federal and state mandates;
- Define statewide graduation requirements;
- Provide guidance for curriculum improvement efforts; and
- Encourage best practices in social studies education.

At the federal level, the No Child Left Behind Act of 2001 requires the development and assessment of "challenging academic content standards" in subjects "including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) social studies, which shall include the same knowledge, skills, and levels of achievement expected of all children."²⁵ Since the standards provide the foundation for the state's educational accountability system, it is important to revise them periodically to reflect the most important knowledge and skills.

Minnesota state law provides additional reasons for revising the standards in social studies. According to the schedule set forth in state statute, the commissioner must review and revise the state social studies standards during the 2010-2011 school year with all schools implementing, and all students satisfactorily completing, the revised standards by the 2013-2014 school year.²⁶ The revised standards must be aligned with the knowledge and skills needed for college and work readiness and technology and information literacy.²⁷ The revised standards also must "include the contributions of Minnesota American Indian tribes and communities."²⁸

In addition to meeting federal and state mandates, the standards need to be revised to serve other purposes. The standards define the state's expectations of what students should know and be able to do in social studies. As such, the standards have implications for graduation requirements and curriculum development. First, the standards define the expectations for statewide graduation requirements. Students must complete the following social studies course credit requirements:

- Three and one-half (3.5) credits of social studies, encompassing at least United States history, geography, government and citizenship, world history and economics, or
- Three (3.0) credits of social studies encompassing at least United States history, geography, government and citizenship, and world history, and one-half (.5) credit of economics taught in a school's social studies, agriculture education or business department.²⁹

The standards define the content that students must complete through the required credits. Schools can include more, but not less content in their courses than is included in the standards.

Since the standards are the basic component around which schools plan K-12 curriculum and instruction, they must be reviewed and revised on a periodic basis to ensure that they reflect current best practice research. The knowledge and skills in standards should be compared against the content

²⁵ No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, section 9101(11).

²⁶ Minn. Stat. § 120B.023, Subd. 2(f).

²⁷ Minn. Stat. § 120B.023, Subd. 2(a).

²⁸ Minn. Stat. § 120B.021, Subd. 1.

²⁹ Minn. Stat. § 120B.024 (a)(4).

measured in national assessments (and international assessments, where available) and that which is found in model standards documents from other states and national content organizations. Current standards also should be reviewed for the degree to which they reflect “quality” attributes. For example, high quality standards typically contain equivalent “chunks” of content; that is, they are a consistent “grain size” with no standard being too big or too small. Another example of high-quality standards documents are those which have fewer, more focused standards. Finally, standards should be written to clearly communicate to educators and others exactly what students need to know and be able to do at each grade level (grades K-8) or grade band (grades nine through twelve).

Minnesota’s History With Standards-Based Initiatives and Social Studies Legislation

Minnesota’s history with standards-based initiatives spans more than 15 years. Public schools implemented state K-12 academic standards for the first time in 1997 when they were required to implement the state-mandated Profile of Learning. The development of the Profile standards was spurred, in part, by the re-authorization of the federal Elementary and Secondary Education Act (ESEA) in 1994. The ESEA re-authorization required the establishment of statewide K-12 academic standards in core content areas.

In 2003, the Minnesota Legislature repealed and replaced the Profile of Learning with required state academic standards in mathematics, language arts, science and social studies; required state or locally developed academic standards in the arts; and locally developed standards in vocational and technical education and world languages.³⁰ The legislature required these new academic standards in order to maintain Minnesota’s commitment to rigorous educational expectations for all students, as well as to comply with the re-authorization of the ESEA, now widely known as the No Child Left Behind Act of 2001 (Pub. L. 10-110).³¹ In 2010, legislators added physical education to the list of subjects with required state standards.

Legislation passed in 2006 requires that Minnesota’s academic standards be revised to reflect an increased level of rigor that prepares students with the knowledge and skills needed for success in college and the skilled workplace. This legislation also established a timetable and requirements for revising state academic standards in each subject and directs the Minnesota Department of Education (the department) to revise the state academic standards.³²

In addition to legislative directives, the state’s system of academic standards has been influenced by at least two important multi-state initiatives: 1) the American Diploma Project (ADP)³³, and 2) the Common Core State Standards Initiative.³⁴ The state’s process for reviewing and revising the K-12 academic standards was developed in consultation with experts from the ADP sponsored by Achieve. Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.

In 2006, Minnesota joined the ADP to ensure that all students would be ready for college and careers through a system of standards and assessments aligned with the knowledge and skills required for

³⁰ 2003 Minnesota Laws, chapter 129, article 1, section 3.

³¹ No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, section 9101(11).

³² Minn. Stat. § 120B.023, Subd. 2.

³³ *Achieve and the American Diploma Project Network*, available at:

<http://www.achieve.org/files/Aboutpercent20AchieveADPApr2012.pdf> (last visited August 30, 2012).

³⁴ *Common Core State Standards Initiative*, available at: <http://www.achieve.org/achieving-common-core> (last visited August 30, 2012).

success after high school. To this end, the state sent a team of K-12 educators, postsecondary educators, curriculum directors, MDE standards and assessment staff, and business representatives to a series of three ADP Alignment Institutes. Minnesota's participants learned how to design a standards process that results in the development of rigorous K-12 standards in English Language Arts (ELA) and mathematics and garners the trust of educators and the public. After examining reports about the kinds of knowledge and skills that are needed for success in college and careers, the team developed plans for revising the state's math and ELA standards. The plans detailed a multi-stage process for reviewing and revising Minnesota's K-12 standards, beginning with mathematics in 2007. Since that time, the process (with minor adjustments) has been replicated to revise the standards in the arts (2008), science (2009), language arts (2010) and most recently, social studies (2011).

Another important influence on the state system of standards was the *Common Core State Standards Initiative*. Led by the National Governors Association and the Council of Chief State School Officers, the Common Core initiative promised to create K-12 standards that were: 1) research and evidence based; 2) aligned with college and work expectations; 3) rigorous; and 4) internationally benchmarked. Minnesota actively participated in the development of the mathematics and language arts Common Core State Standards. Many of the suggestions provided by focus groups convened by the department were incorporated into the final draft of the Common Core language arts standards. Minnesota subsequently adopted the Common Core language arts standards and added some additional state-specific content when the state's language arts standards were revised in 2010. Minnesota has not, however, adopted the Common Core mathematics standards. Plans are underway by states to develop "Common Core-type" standards in science and social studies, but these are not available yet and were not considered in the 2010-11 review of the social studies standards.³⁵

Process for Revising the Standards

The proposed 2011 social studies standards are the result of an intensive year-long review and revision process that was continually informed by feedback provided by teachers and college instructors, national experts, parents, business representatives and community members. The process involved the establishment of a standards committee (committee) whose work included reviewing and analyzing national documents and reports on social studies education, exemplary standards from other states, analysis provided by an unprecedented number of national experts, and over a thousand comments submitted by the public online and in person at town hall meetings around the state.

In December 2010, MDE solicited applications from the public who wished to be considered for the standards committee. In January 2011, the commissioner formed a standards committee of more than 40 K-12 and postsecondary educators, business and government representatives, parents and other members of the public. The committee represented all regions of the state, school sizes and types (urban, suburban and rural). Teachers on the committee represented the K-12 range of grade levels and the four social studies disciplines of civics and government, economics, geography and history. Most of the teachers had expertise teaching two or more disciplines or grade levels, Advanced Placement or honors courses, and students with special needs. Expertise on the committee also included teachers who had experience instructing English language learners, low-income students and urban and rural students. Staff from the Minnesota Department of Education facilitated the work of the committee in collaboration with four committee co-chairs.

The committee worked from February 2011 through December 2011. Most members of the committee also served on one or more technical writing teams, subsets of the committee charged with writing

³⁵ National Council For the Social Studies, *A State Led Effort to Develop Standards in Social Studies* (March 31, 2011) available at: <http://www.socialstudies.org/statecreatedstandards> (last visited August 30, 2012).

drafts of the revised standards. The full committee met 12 times during the year to review feedback on previous drafts, resolve issues that spanned multiple disciplines or grade levels and provide direction to the writing teams. Many of the committee meetings included time for writing teams to convene. The writing teams also met between meetings of the full committee and revised the draft according to direction provided by the committee.

The committee consulted a variety of sources during the review and revision process including national standards documents and reports on social studies education, exemplary standards from other states, over 1100 comments submitted by the public, analysis submitted by 15 reviewers of the draft standards, and advice provided by numerous other content and pedagogy experts.

Some of the key documents consulted during the process include the following (for complete citations please see bibliography):

- A Framework for 21st Century Learning, The Partnership for 21st Century Skills;
- The College Board, *Advanced Placement Course Descriptions in U.S. Government and Politics, Macroeconomics, Microeconomics, Human Geography, U.S. History, and World History*;
- College Knowledge: What It Takes for Students to Succeed and What We Can Do to Get Them Ready by David Conley, Jossey-Bass (2008);
- Content Knowledge--Online Edition: A Compendium of Content Standards and Benchmarks For K-12 Education in Both Searchable and Browsible Formats. *Mid-continent Research for Education and Learning (McREL)*;
- Core Knowledge Sequence in American and World History, and Geography. Core Knowledge;
- Indian Education for All: Integrating Quality Indian Education for all Content with Rigorous, Standards-based Instruction in all Curriculum Areas, *Montana Office of Public Instruction*;
- Minnesota Educational Media Organization (MEMO) Information and Technology Literacy Standards. *Minnesota Educational Media Organization (2009)*;
- Minnesota K-12 Academic Standards in English Language Arts (2010), *Minnesota Department of Education*;
- National Assessment of Educational Progress (NAEP) Frameworks (Civics 2010, Economics 2006, Geography 2010, U.S. History 2010);
- National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment. *National Council for the Social Studies. (2010)*;
- National Standards for Civics and Government, *Center for Civics Education. (1994-2007)*;
- National Standards for History Basic Edition. National Council for History Standards. (1994);
- The Nation's Report Card. National Assessment of Educational Progress (NAEP) (*Civics 2010, Economics 2006, Geography 2010, U.S. History 2010*);
- The Thomas B. Fordham Institute, The State of State Standards (2006); The State of State World History Standards (2006); and The State of State U.S. History Standards (2011);
- U.S. National Geography Standards, National Geographic Society. (1994);
- Voluntary National Content Standards in Economics. *National Council for Economic Education. (2010)*; and
- *World History for Us All curriculum*, a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA.

The committee also consulted “exemplary” standards from other states. The committee consulted standards in the following states for all four disciplines in K-12: Virginia, Massachusetts, Texas, Indiana, California and Michigan.³⁶ The committee consulted the Arizona state standards³⁷ for K-5 only. The documents consulted most frequently in each discipline were as follows:

- Civics and government: K-12 standards from Virginia, Massachusetts; and Arizona for only K-5;
- Economics: K-12 standards from Virginia, Massachusetts; and Arizona for only K-5;
- Geography: K-12 standards from Virginia, Massachusetts, Texas; and Arizona for only K-5;
- U.S. history: K-12 standards from Virginia, Massachusetts; and Arizona for only K-5; and
- World history: K-12 standards from Virginia, Massachusetts, Indiana, California, and Michigan; and Arizona for K-5 only.

In addition, several standards documents that have been applied across the country were also consulted. These include the National Standards for Civics and Government by the Center for Civic Education,³⁸ the Voluntary National Content Standards in Economics,³⁹ Geography for Life: the National Geography Standards, by the National Geographic Society⁴⁰ the National Standards for History Basic Edition,⁴¹ and Content Knowledge—Online Edition, the compendium of standards produced by the Mid-continent Research for Education and Learning (McREL)⁴² for Civics, Economics, Geography, and History. Other guiding documents of national significance that the committee consulted were the NAEP Framework for Civics,⁴³ Economics,⁴⁴ Geography,⁴⁵ U.S. History⁴⁶ and the World History for Us All Curriculum.⁴⁷

³⁶ Virginia Board of Education, Commonwealth of Virginia, *History and Social Science Standards of Learning for Virginia Public Schools* (January 2008), available at: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml (last visited Sept. 20, 2012); Massachusetts Department of Education, *Massachusetts History and Social Science Curriculum Framework* (August 2003), available at: <http://www.doe.mass.edu/frameworks/hss/final.pdf> (last visited Sept. 20, 2012); The Texas Education agency, *Texas Essential Knowledge and Skills*, available at: <http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html> (last visited Sept. 20, 2012); Indiana Department of Education, Standards webpage, available at: <http://www.doe.in.gov/achievement/standards> (last visited Sept., 20, 2012); California State Board of Education, *Content Standards*, available at: <http://www.cde.ca.gov/be/st/ss/> (last visited Sept. 21, 2012); and Michigan Department of Education, K-12 Curriculum and Standards, available at: <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html> (last visited Sept. 21, 2012).

³⁷ Arizona Department of Education, K-12 Academic Standards, available at: <http://www.azed.gov/standards-practices/> (last visited Sept. 20, 2012).

³⁸ National Standards for Civics and Government, Center for Civic Education, available at: <http://www.civiced.org/index.php?page=stds> (last visited Sept. 13, 2012).

³⁹ Voluntary National Content Standards in Economics, Council for Economic Education, available at: <http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf> (last visited Sept. 13, 2012).

⁴⁰ Bednarz, Sarah, et.al, *Geography for Life: National Geography Standards*, Geographic Education Standards Project: The American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society (1994).

⁴¹ National Standards for History Basic Edition, available at: <http://www.nchs.ucla.edu/Standards/> (last visited Sept. 13, 2012).

⁴² Mid-Continent Research for Education and Learning (McREL), *Content Knowledge—Online Edition: A Compendium of Content Standards and Benchmarks for K-12 Education*, available at: <http://www2.mcrel.org/compendium/> (last visited Sept. 13, 2012). The compendium, most recently updated in 2012, was produced by McREL, a private education research and development corporation.

⁴³ National Assessment Governing Board, U.S. Department of Education, *Civics Framework for the 2010 National Assessment of Educational Progress (NAEP)*, available at: <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/civicsframework.pdf> (last visited Sept. 13, 2012).

⁴⁴ National Assessment Governing Board, U.S. Department of Education, *Economics Framework for the 2006 National Assessment of Educational Progress (NAEP)*, available at: http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/economics_06.pdf (last visited Sept. 13, 2012).

Throughout the revision process, the department elicited public opinion and expert advice on the draft standards. The following lists specific activities conducted by the department to obtain feedback.

- Online feedback: Prior to the first meeting of the committee, the public was invited to submit suggestions for revising the standards through an online process. The feedback was collected, sorted into categories of like suggestions, and submitted to the new committee for its consideration.
- Public Review and Comment Period #1: The first draft of the revised standards was prepared and posted on February 25, 2011 followed by a Public Review and Comment Period. In March, the department hosted evening town hall meetings in Fergus Falls, Marshall, Duluth and Roseville and invited the public to provide oral or written feedback in person at the meetings or at the department's online site. Feedback from the Public Review and Comment Period was analyzed by the committee as they prepared the second and third drafts of the standards.
- Expert Reviews: The second draft of the standards was completed April 8, 2011. The department submitted the second draft to 15 expert reviewers, professionals who have established national reputations for their expertise in a particular discipline or topic area. Typically, the department enlists the help of three to six expert reviewers during a standards review process. However, because social studies comprises four separate yet related disciplines, and has a relatively large number of controversial issues (e.g., the role of indigenous peoples in U.S. and state history) and specialty topics (e.g., personal finance in economics), the department decided to enlist the help of an unprecedented number of experts. The 15 expert reviewers included the president of the World History Association, the chair of the Advanced Placement (AP) geography test development committee, the manager of economic education at the Federal Reserve Bank of St. Louis, the former chair of the Advanced Placement world history test development committee, and so on (See Appendix E for complete listing of expert reviewers).

⁴⁵ National Assessment Governing Board, U.S. Department of Education, *Geography Framework for the 2010 National Assessment of Educational Progress (NAEP)*, available at: <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf> (last visited Sept. 13, 2012).

⁴⁶ National Assessment Governing Board, U.S. Department of Education, *U.S. History Framework for the 2010 National Assessment of Educational Progress (NAEP)*, available at: <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf> (last visited Sept. 13, 2012). Note: The National Assessment of Educational Progress (NAEP) is in the process of developing an assessment for world history. Originally, it was to be administered to U.S. twelfth grade students in 2012, but it has been postponed until the 2018 test cycle. Therefore, the committee was not able to use a NAEP framework for world history to guide their work

⁴⁷ The *World History for Us All curriculum* is a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA and is an innovative, open-source curriculum designed for teachers of world history, available at: <http://worldhistoryforusall.sdsu.edu/> (last visited Sept. 19, 2012). World History for Us All is a national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists. It is a continuing project and offers a treasury of teaching units, lesson plans, and resources. The curriculum presents the human past as a single story rather than unconnected stories of many civilizations; helps teachers meet state and national standards; enables teachers to survey world history without excluding major peoples, regions, or time periods; helps students understand the past by connecting specific subject matter to larger historical patterns; draws on up-to-date historical research; may be readily adapted to a variety of world history programs.

- Public Review and Comment Period #2: The third draft of the standards was completed April 29, 2011. The department invited the public to provide their feedback online. More than 600 comments were submitted, all of which were subsequently reviewed by the committee.
- Consultant feedback: Suggestions provided during the public comment period indicated strong support for a Global Studies approach in grade eight that combined world history with the third draft's existing world regional geography content. During a series of meetings in June 2011, the writing team consulted with the president of the Midwest World History Association and history professors from Augsburg College and the University of Minnesota to discuss thematic, regional and chronological options for structuring this world history and world geography content in grade eight.
- Targeted group feedback: The commissioner invited numerous stakeholder groups/organizations to attend one of two meetings with her, the assistant commissioner and staff in order to get feedback and discuss any concerns they had with the standards. The meetings were held August 24 and 25, 2011. Groups unable to attend were invited to submit written feedback. Participating organizations included, but were not limited to, Education Minnesota, the Minnesota School Boards Association, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, the Minnesota Indian Affairs council and Minnesota Business Educators.
- Consultant feedback: Writing teams consulted with postsecondary faculty and Advanced Placement teachers from Mounds View and Stillwater school districts in order to ensure that the standards were anchored in the knowledge and skills that students need for college. Consultations occurred at various times from August through October and December 2011. College institutions that participated included Southwest State University, College of St. Benedict, St. John's University, St. Cloud State University, and the University of St. Thomas. A writing team also met with middle school teacher consultants on December 15, 2011 to address concerns of the November 22 middle school focus group and to finalize the world history benchmarks for grade eight global studies.
- World history teacher survey: The department surveyed world history teachers in Minnesota to gauge their preferences for the scope and sequence of world history content at the middle and high school levels. The survey was conducted November 18-20, 2011.
- Middle school focus group: On November 22, 2011, the department hosted a meeting of middle school teachers representing a variety of regions and school sizes. The teachers were asked to provide feedback on the middle school standards.
- Special education review: The department convened a team of special education professionals to review the draft standards for items that might be biased against students with special needs.

By the time the final draft of the standards was submitted to the commissioner, the Standards Committee had consulted numerous reports and standards documents and considered the concerns and suggestions of hundreds of individuals and organizations interested in the social studies education of Minnesota's K-12 students.

Alternative Format

Upon request, this information can be made available in an alternative format, such as large print, Braille, or audio. To make a request, contact Kerstin Forsythe Hahn at the Minnesota Department of Education, 1500 Highway 36 West, Roseville MN 55113, Phone: 651-582-8583; Fax: 651-582-8725; and e-mail: Kerstin.forsythe@state.mn.us. TTY users may call the Department of Education at 651-582-8201.

Statutory Authority

The department has general rulemaking authority to adopt social studies academic standards under Minnesota Statutes, section 120B.02.

Under these statutes, the department has the necessary statutory authority to adopt the proposed rules.

REGULATORY ANALYSIS

Minnesota Statutes, section 14.131, sets out seven factors for a regulatory analysis that must be included in the SONAR. Paragraphs (1) through (7) quote these factors followed by the agency's response.

1. A description of the classes of persons who probably will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rules.

The following classes of persons are affected by the proposed rules: Minnesota parents and students; Minnesota school districts, including charter schools; Social Studies educators and teachers implementing the Social Studies academic standards in their discipline; and curriculum directors. The department does not believe that there will be significant costs associated with the proposed rules, as discussed elsewhere in this SONAR; however, if there are any minimal costs they are likely to be borne by the department and by Minnesota school districts and Minnesota charter schools. The classes that will benefit from the proposed rules include Minnesota students who will achieve greater levels of social studies competency preparing them for college and the high skilled workplace.

2. The probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenues.

The proposed rules will create, at most, minimal costs for the department through the 2012-13 school year. The department is already staffed to provide training and support regarding the proposed rules and staff assignments and resources will be reallocated according within the agency. There will be no anticipated effect on revenue.

Other state agencies are not fiscally impacted by these proposed rules.

3. A determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule.

Because establishing state standards in social studies is a legislative requirement, there is no less costly or less intrusive method for achieving the purpose of the proposed rules. The Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative, facilitated by the

Council of Chief State School Officers (CCSSO), is in the process of developing common state standards in social studies, but it is unclear when the final version of the standards will be available to the public. Should Minnesota decide to adopt the common state standards in social studies at some point in the future, it is likely that some cost savings would be realized, especially in the areas of classroom instructional resources and assessments. However, at this point there is no indication of the quality of the common state standards in social studies or the number of other states that may choose to adopt these new standards once they are finalized.

4. A description of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule.

Because rules containing state academic standards in social studies are a legislative requirement, there is no alternative method for achieving the purpose of the proposed rule.

5. The probable costs of complying with the proposed rule, including the portion of the total costs that will be borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses, or individuals.

School districts may face initial increased costs to implement the new rules. However, school districts typically undertake a regular curriculum adoption cycle, so many of these costs would be borne regardless of the adoption into rule of statewide social studies academic standards.

6. The probable costs or consequences of not adopting the proposed rule, including those costs or consequences borne by identifiable categories of affected parties, such as separate classes of government units, businesses, or individuals.

If the state does not adopt academic Social Studies standards, it risks the loss of federal funding. Section 1111(g)(1) of the *No Child Left Behind Act*, Pub. L. 107-110, states that for failure to meet deadlines enacted in 1994, in general:

If a State fails to meet the deadlines established by the Improving America's Schools Act of 1994 (or under any waiver granted by the Secretary or under any compliance agreement with the Secretary) for demonstrating that the State has in place challenging academic content standards and student achievement standards, and a system for measuring and monitoring adequate yearly progress, the Secretary shall withhold 25 percent of the funds that would otherwise be available to the State for State administration and activities under this part in each year until the Secretary determines that the State meets those requirements.

Furthermore, section 1111(g)(2), states that for failure to meet the requirements enacted in 2001, "the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements. The *No Child Left Behind Act* requires states to have academic standards in subjects determined by the state. Minnesota statutes section 120B.021, subd. 1, requires academic standards in social studies, thus federal funding is at risk if the state does not enact revised academic social studies standards.

7. An assessment of any differences between the proposed rule and existing federal regulations and a specific analysis of the need for and reasonableness of each difference.

As stated in question 6, the *No Child Left Behind Act* requires states to have academic standards in subjects determined by the state, including at least mathematics, reading or

language arts, and science *No Child Left Behind Act of 2001*, Pub. L. 107-110, section 1111(b)(1)(C) (2001), codified at 20 U.S.C. § 6311(b)(1)(C). Minnesota statutes section 120B.021, subd. 1, requires academic standards in social studies, including history, geography, economics, and government and citizenship for statewide accountability. In addition, the *No Child Left Behind Act's* definition of core academic subjects includes civics and government, economics, history, and geography. *No Child Left Behind Act*, Pub. L. 107-110, section 9101(11), (codified at 20 U.S.C. § 7801(11)). Thus, by adopting into rule the state's Social Studies academic standards, the rules will be consistent with existing federal and state requirements.

8. An assessment of the cumulative effect of the rule with other federal and state regulations related to the specific purpose of the rule.

The purpose of these rules is to revise the Minnesota social studies academic standards. As stated above, the federal *No Child Left Behind Act* requires states to have academic standards in subjects determined by the state. Minnesota statutes section 120B.021 requires the creation and revision of standards in the area of social studies, thus the promulgation of these rules satisfies federal and state requirements, and will not create any additional cumulative affect related to the purpose of these rules. Rather, the cumulative effect of this rule will be to greatly improve social studies education for Minnesota students throughout the state.

The impact of the proposed social studies academic standards rules in combination with academic standards rules in other content areas, as well as other state statutes, informs the current rule adoption process. Minnesota Statutes section 120A.22, subd. 9, requires that instruction be provided in the social studies subject areas, including history, geography, and government. Each district goes through a regular curriculum review and adoption process and adoption of these proposed rules provides guidance to district staff for social studies curriculum. Overall, the cumulative effect of these proposed rules is not to create additional burden to district or school staff, but rather to provide guidance to educators and to ensure high quality and consistent social studies education for all Minnesota students.

Minnesota Statutes section 120B.021, subd. 1, requires the department to include the contributions of American Indian tribes and communities as they relate to the academic standards during the review and revision of the required academic standards. This requirement has been met through the creation of benchmarks that support the standards that enable Minnesota students to learn about and understand the significant contributions of American Indian tribes and communities. This is a requirement for all required standards in academic content areas. Complying with this statute will result in more inclusive social studies education for all students and ensure that the contributions of American Indian tribes and communities are reflected in Minnesota social studies curriculum around the state.

Minnesota Statutes section 120B.023, subd. 2(a), requires the department to “revise and appropriately embed technology and information literacy standards” and ... “implement a review cycle for state standards and related benchmarks...” In addition, this statute requires the department to ensure that the proposed standards and supporting benchmarks include the knowledge and skills students need for “college readiness and advanced work in the particular subject area.” The proposed social studies standards rules reflect this mandate in that the standards and the supporting benchmarks were crafted to that they prepare all Minnesota students for success in postsecondary education and the highly skilled workforce.

The department and public school districts that will implement these rules also remain subject to other state regulations that apply to the procedures of all government entities, such as the Minnesota Government Data Practices Act and record retention laws. The proposed rules, when combined with other state laws will not increase the cumulative impact of these proposed rules on the affected parties. Rather, the proposed social studies standards rules will have an overall positive result. The proposed rules will promote improved and consistent social studies education across the state that will help Minnesota's students become college and career ready and prepare them to become effective citizens in our modern world. These proposed rules and the supporting benchmarks will also provide important guidance to social studies educators throughout Minnesota and ensure that Minnesota students receive a robust and in-depth education in the social studies disciplines of civics, economics, geography, and history. Therefore, the proposed rules do not increase the cumulative impact of federal and state regulations related to the specific purpose of the rules.

Performance-Based Rules

Throughout the development of the proposed rules and this SONAR, the department made every attempt to develop rules that will be understandable to and workable for practitioners and families, ensuring efficient and effective delivery of services while achieving the best possible results for students.

Additional Notice

Minnesota Statutes, sections 14.131 and 14.23, require that the SONAR contain a description of the department's efforts to provide additional notice to persons who may be affected by the proposed amendments to the rules.

In addition to mailing the proposed rules and the dual notice to all persons who have registered to be on the department's rulemaking mailing list under Minnesota Statutes, section 14.14, subd. 1a, the Additional Notice Plan calls for notifying the following groups:

- Social Studies Standards Revision Committee members;
- SciMathMN;
- Minnesota High Technology Association;
- Minnesota P-20 Education Partnership membership organizations
- Metro Education Service Cooperative Unit (ESCU);
- Minnesota Association for Supervision and Curriculum Development (Minn. ASCD);
- Minnesota Association for Environmental Education;
- Environmental Education Advisory Task Force;
- Minnesota Reading Association;
- Minnesota Literacy Educators Collaborative;
- Minnesota Academy of Reading;
- Minnesota Reading Licensure Coalition;
- Minnesota Council of Teachers of English;
- Minnesota Writing Project;
- Perpich Center for Arts Education;
- Minnesota Council on Economic Education;
- Midwest World History Association;
- Minnesota Council for Social Studies and Council for Social Studies Education;

- Minnesota Alliance for Education;
- Minnesota Technology and Engineering Association;
- Minnesota Association of Secondary School Principals;
- Curriculum Leaders of Minnesota;
- Education Minnesota;
- Minnesota Association for School Administrators;
- Minnesota School Boards Association;
- Minnesota Elementary School Principals Association;
- Minnesota Parent Teacher Association;
- Minnesota Administrators of Special Education;
- Minnesota Association of Charter Schools;
- MinneTESOL-Minnesota Teachers of English to Speakers of Other Languages;
- Minnesota Early Learning Foundations Board;
- Education organizations;
- Parent and student advocacy organizations;
- Attorney lists maintained by the agency;
- Minnesota superintendents listerv, via the agency's weekly superintendent's informational email;
- Charter school directors via email lists maintained by the agency;
- School Improvement listerv;
- Minnesota Association of Colleges of Teacher Education;
- Head Start;
- Metropolitan Library Serve Agenda (MELSA);
- LDA Minnesota (Learning Disabilities Associated, Inc.);
- Minnesota Business Educators, Inc.;
- Minnesota Financial Fitness Network;
- Minnesota Jump Start Coalition;
- Minnesota City and County Management Association;
- Take Action Minnesota;
- Minnesota Minority Education Partnership;
- Minnesota Department of Commerce;
- The Asset Development and Financial Literacy Task Force;
- State of Minnesota Indian Affairs Office;
- Minnesota Educational Media Organization (MEMO);
- Minnesota Humanities Center;
- Minnesota Literacy Council;
- Minnesota Library Association;
- Minnesota Reading Corps;
- Minnesota Reading Recovery Teachers;
- Minnesota Staff Development Council;
- Other divisions within MDE;
- Other interested parties;
- MN Council for History Education;
- Midwest Chapter of the World History Association; and
- Posting on the agency's website.

Finally, the department will notify the Minnesota Legislature. This will include sending the proposed rules, SONAR and Dual Notice to the chairs and ranking minority members of the legislative policy and budget committees with jurisdiction over the subject matter.

Consult With Finance On Local Government Impact

As required by Minnesota Statutes 14.131, the department has consulted with the Commissioner of Management and Budget. On September 21, 2012, prior to the department publishing the Notice of Intent to Adopt, the documents that were sent to the Governor's office for review and approval were also sent to the Commissioner of Management and Budget. The documents included the Governor's Office Proposed Rule and SONAR Form; final proposed rules; and Statement of Need and Reasonableness. In a October 11, 2012 memorandum, the Office of Management and Budget stated that the costs imposed by the proposed rules were foreseeable and necessary to comply with state statute.

Cost of Complying For Small Business or City

As required by Minnesota Statutes, section 14.127, the department has considered whether the cost of complying with the proposed rules in the first year after the rules take effect will exceed \$25,000 for any small business or small city. The department has determined that the cost of complying with the proposed rules in the first year after the rules take effect will not exceed \$25,000 for any small business or small city. This determination was made because the proposed rules do not affect small businesses and small cities.

Local Government Action

Pursuant to Minnesota Statutes, section 14.128, the department must determine if a local government will be required to adopt or amend an ordinance or other regulation to comply with a proposed agency rule. Local government means a town, county or home rule charter or statutory city.⁴⁸ The department has determined that no local government will be required to adopt or amend an ordinance or other regulation in order to comply with these proposed rules.

This determination was made because the proposed rules do not affect any of the local governments included in the scope of Minnesota Statutes, section 14.128.

List of Witnesses

If these rules go to a public hearing, the department anticipates having the following witnesses testify in support of the need for and reasonableness of the rules:

1. Dr. Beth Aune, Director of Academic Standards and Instructional Effectiveness, Department of Education, will testify about the need for the proposed Social Studies academic standards.
2. Kate Stower, Social Studies Specialist on Contract, Center for Social Studies Education/ Department of Education, will testify about the development of the proposed standards.

⁴⁸ Minn. Stat. § 14.128, subd. 1.

Rule-By-Rule Analysis

Main Issues Considered by Social Studies Standards Review Committee

The standards committee considered many important issues when crafting the 2011 social studies standards. Some of the topics relate to legislative requirements, while others pertain to school resources including time for instruction and curriculum costs. Most of the issues, however, relate to philosophical and pedagogical concerns that are at the heart of social studies education. The committee addressed some issues by changing the standards or the benchmarks supporting the standards; in other cases, the committee changed both the standards and the supporting benchmarks. A brief summary of the committee's deliberations on each issue follows. The issues are presented in this order:

1. Number of standards and benchmarks and time available for instruction;
2. Scope and sequence of knowledge and skills across K-12 grades;
3. Implications of grade-specific benchmarks;
4. Relationship between the social studies standards and the language arts literacy standards in social studies;
5. Contributions of Minnesota's American Indian tribes and communities;
6. Citizenship and college and career readiness;
7. Technology and information literacy skills; and
8. Philosophical and pedagogical considerations: discipline-specific study versus integrated "social studies;" developing a more global focus; and meeting the needs of Minnesota's increasingly diverse student population.

Number of Standards and Benchmarks and Time Available for Instruction

One of the primary problems with the 2004 standards in social studies was the large number of standards that teachers were expected to address despite increasingly limited time for social studies instruction. In a survey conducted before the standards review process began, as well as during the two public review and comment periods, this concern was raised again and again. Because of the quantity of standards, some teachers reported that they didn't teach some standards because they ran out of time. Others reported that in their quest to cover all of the standards, they were unable to spend sufficient time on what was most important—a decision that resulted in "breadth" rather than "depth" of learning. Thus, a major goal of the standards review committee was to strive for a more reasonable number of standards and benchmarks at each grade level.

Several factors affect the time available for social studies instruction. They include the *No Child Left Behind* accountability requirements, local curriculum priorities and various school configurations that affect instructional time in kindergarten and grade six. The first of these factors is the reauthorization of the Elementary and Secondary Education Act (ESEA) known as the *No Child Left Behind Act* (NCLB). In the struggle to meet state and federal accountability requirements related to NCLB, some schools are reducing the amount of time allotted to social studies in order to provide additional instructional time for reading and mathematics. Beyond this overall trend, however, school districts across the state vary widely in the amounts of time that they devote to social studies education each day or week. Some districts continue to make social studies education a priority. However, increasing numbers of schools are reducing social studies instructional time to as little as 15 minutes per day or 45-60 minutes per week. In drafting the 2011 social studies standards the committee carefully considered the time

restrictions in various school districts, while also working to develop standards that maintain the integrity of social studies as a core subject area.

Another factor that affects the amount of time available for social studies instruction is the configuration of the school. Schools in Minnesota, for example, feature a wide variety of models for kindergarten and grade six. All-day kindergarten is not mandated in the state of Minnesota. Therefore, many districts offer either a half-day or a full-day kindergarten option. Some districts offer students both options—with full-day kindergarten requiring a fee. Thus, there can be a great discrepancy—even within one district—in the amounts of overall instructional time that students receive in their first year of school. The committee carefully considered the different models for kindergarten and ultimately decided to scale back the number of benchmarks that support the standards to a number that would be more reasonable for half-day as well as full-day kindergarten programs. Even though the number of benchmarks was scaled back, kindergarten, like all of the other primary grades, still includes standards in all four social studies disciplines: citizenship and government, economics, geography, and history.

The configuration of the school affects the amount of instructional time in sixth grade, as well. Some districts house their sixth grade within an elementary school. In this case, social studies is most likely taught by an elementary classroom teacher—a generalist. Research, anecdotal evidence from our committee members, and feedback received during the two public comment periods provided evidence that there may be as little as one hour of social studies per week in a sixth grade classroom housed in an elementary school. The Fordham Institute found that:

"the amount of instructional time devoted to social studies has been decreasing over the past two decades such that, by 2003-04, students were spending, on average, eighteen hours less in social studies classes each year than they did in 1987-88. That means — assuming typical class periods of 45-50 minutes a day — that students lost the equivalent of four weeks of social studies instruction and, even more alarmingly...[there is] no indication that that trend is reversing."⁴⁹

On the other hand, there are many school districts that incorporate grade six into a middle school model. In this scenario, social studies is most likely taught by a specialist who instructs students during a 45-60 minute daily class period dedicated to social studies. During the drafting process the committee carefully considered both the elementary and middle school models. Ultimately, the committee decided to use a middle school model for grade six and drafted standards under the assumption that students would have a dedicated 45-60 minute class period each day for social studies. This model was chosen because schools will allot more instructional time to social studies instruction and as a result of the increased rigor of the proposed standards. Consequently, students will have greater opportunities to develop essential skills leading to college and career readiness.

The committee worked hard to reduce the overall number of social studies standards in response to feedback from the field. A solution to this problem lay in the creation of anchor standards. In each discipline, the committee identified the 10-12 most essential concepts and skills that students need to master in their K-12 educational career in order to be prepared for citizenship, college, and careers.⁵⁰ These standards, “anchored” in citizenship and college and career readiness, are repeated from one grade level to the next across K-12. The chart below shows the general overall reduction in social studies standards from the 2004 standards to the 2011 standards. For a more comprehensive chart of

⁴⁹ Stern, Sheldon, M. and Stern, Jeremy A., *The State of State U.S. History Standards*, p. 4, Thomas B. Fordham Institute (2011), available at: http://www.edexcellencemedia.net/publications/2011/20110216_SOSHS/SOSS_History_FINAL.pdf (last visited, August 30, 2012).

⁵⁰ Note: History is a combination of two disciplines, U.S. and World History and therefore has 23 anchor standards.

the specific reduction in standard numbers for each discipline area by grade level please see Appendix B.

In order to determine the number of benchmarks⁵¹ that would be appropriate at a particular grade, the committee first calculated the number of instructional days. Starting with a 180-day school year calendar, they estimated that 20 days were lost to instruction due to early release days, state and district testing, school assemblies, etc. The total number of school days (180) minus the 20 non-instructional days left a balance of 160 days of instruction available in any given year for social studies instruction. The target numbers were further adjusted so that students in the younger grades would cover fewer benchmarks than students in the older grades. Using a conservative estimate of three days per benchmark, the committee identified a target number of 50 benchmarks for a full year course in grades nine through 12, and 25 benchmarks for a semester course in grades nine through twelve. (Each standard consists of one or more benchmarks.)

Comparison of Number of Standards and Benchmarks in the 2004 and 20011 Minnesota K-12 Academic Standards in Social studies				
	2004		2011	
	Number of Standards	Number of Benchmarks	Number of Standards	Number of Benchmarks
Grades K-3	23	66	22	65
Grades 4-8	70	205	45	183
Grades 9 -12	103	293	52	193

Scope and Sequence of Knowledge and Skills Across K-12 Grades

The standards committee created a K-12 developmental progression of content in the revised social studies standards. Instead of rigidly assigning certain knowledge and skills to a particular grade in isolation of other grades, the committee “scaffolded” the content by creating a smooth progression of knowledge and skills from one grade to the next. Decisions regarding the scope of content and the sequence of knowledge and skills in each discipline were made in consideration of best practices in social studies education; current curriculum offerings in a variety of school types, sizes and locations; and other state and national standards and guiding documents. During the review process, the committee found that there is no single K-12 social studies curriculum that is widely used in schools across the state, nor is there agreement across schools regarding a K-12 sequence of knowledge and skills.

Implications of Grade Specific Benchmarks

Currently there is a lack of uniformity among schools regarding the grade level placement of standards. This is probably due to the fact that the 2004 social studies standards are clumped in *grade bands*. Standards in the 4-8 grade bands, for example, can be taught as early as grade four or as late as grade eight. By contrast, the revised standards in all subjects must have *grade-specific* benchmarks. When the standards in a subject were revised for the first time (mathematics in 2007, arts in 2008, science in 2009, etc.) benchmarks were assigned to specific grade levels rather than grade bands. The newly

⁵¹ Each standard is supported by one or more benchmarks that specify the knowledge and skills that students must complete by the end of the grade level (grades K-8) or grade band (grades 9-12) to satisfactorily complete a standard.

revised social studies standards will follow the grade-specific standards model in grades K-eight, rather than grade bands.

In Minnesota, school districts decide the kinds of curriculum and instructional resources that will be used so that all students satisfactorily complete all required academic standards. Major changes in curriculum are usually quite costly to school districts; therefore, the committee carefully considered the placement of benchmarks at each grade level so as to minimize added cost to schools. At the beginning of the process, the committee reviewed the kinds of social studies curriculum and sequences of instruction in schools across the state. In most cases, there were no discernible patterns in curriculum and the committee was compelled to make difficult decisions about the placement of content.

The social studies committee understood that some districts would face greater fiscal impact by having to purchase new curriculum materials for specific grade levels. Therefore, decisions about grade-specific benchmarks were made with attention to potential costs for schools as well as research-based best practices in social studies. It should be noted, however, that as Minnesota's experience with the revised standards in other subject areas has proven, the burden of this initial cost outlay will be somewhat offset later on. Since all teachers of a particular grade level will be teaching to the same social studies standards and supporting benchmarks, there will be greater opportunities than ever before for curriculum collaboration and sharing of instructional resources among teachers both within a particular school and district and among districts.

Relationship Between the Social Studies Standards and the Language Arts Literacy Standards in Social Studies

Minnesota's K-12 English language arts standards were revised in 2010. The new language arts document includes standards for literacy in history/social studies, science and technical subjects. It is important for students to learn and apply literacy skills across all academic subjects, including social studies. Comments from an initial survey conducted by the department before the social studies standards review process began indicated teachers were concerned that the English language arts literacy standards duplicated some of the skills previously included in the "historical skills" section of the 2004 social studies standards. For example, some of the literacy skills addressed by the language arts standards include the skills of assessing accuracy, bias, and relevancy of information. Consequently, the drafting committee carefully considered how the revised social studies standards would complement, but not duplicate, the 2010 English language arts standards. Literacy skills play a fundamental role in social studies education as students tackle numerous complex reading, writing and research projects. The 2011 social studies standards build upon, but do not duplicate, these foundational literacy skills.

Below are examples of four complementary standards—three from English Language Arts and one from social studies—that demonstrate how both sets of standards will work together to help students develop the essential literacy skills necessary for processing information and thinking critically about content in social studies.

- *English Language Arts Reading Anchor Standard 7*: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- *English Language Arts Reading Anchor Standard 8*. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- *English Language Arts Reading Anchor Standard 9.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- *History Standard 2.* The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Contributions of Minnesota’s American Indian Tribes and Communities

Minnesota Statutes section 120B.021 requires the commissioner to “include the contributions of Minnesota American Indian tribes and communities as they relate to academic standards during the review and revision of the required academic standards.” There are several standards and supporting benchmarks that relate to this state requirement. While the disciplines of economics and geography include relevant content, this requirement is particularly addressed by the disciplines of citizenship and government, and history. The following are examples of standards and supporting benchmarks (i.e., specific knowledge and skills) related to this requirement:

- *Citizenship and Government Standard 10.* The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.
 - *Benchmark 6.1.4.11.1.* Explain the concept of sovereignty and how treaty rights are exercised by the Anishinabe and Dakota today.
- *History Standard 15.* The student will understand that before European contact, North America was populated by indigenous nations that developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent.
 - *Benchmark 6.4.4.15.1.* Compare and contrast the Dakota and Anishinabe nations prior to 1800; describe their interactions with each other and other indigenous peoples.

Citizenship and College and Career Readiness

Today’s students need to be prepared for a changing workforce which largely requires at least some postsecondary education. In President Obama’s 2009 Address to the Joint Session of Congress, he said, “I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.”⁵² According to Achieve, an independent, bi-partisan, non-profit education reform organization, “ALL high

⁵² President Obama, Address to Joint Session of Congress (February 24, 2009), *available at:* http://www.whitehouse.gov/the_press_office/Remarks-of-President-Barack-Obama-Address-to-Joint-Session-of-Congress/ (last visited August 30, 2012).

school graduates need to be prepared for some postsecondary education and/or training.”⁵³

Thirty-five years ago, 28 percent of U.S. jobs required some postsecondary training or an associate’s degree or a bachelor’s degree or higher. Today, over 80 percent of jobs require some postsecondary experience. Nearly one-half of all job openings in the United States are “middle skill” jobs, all of which require at least some postsecondary education and training. By contrast, those with a high school diploma or less are eligible only for one-fifth of all job openings that are deemed “low skill.” While the U.S. still ranks third among 30 countries in the adult population (25 to 64 year olds) with an associate’s degree or higher, we now rank 10th among 25-34 year olds with a two-year degree and above. Competing countries are catching up to – and even outpacing – the U.S. in the educational attainment of their new generation of adults. Higher levels of education lead to elevated wages, a more equitable distribution of income and substantial gains in productivity. It is estimated that for every additional average year of schooling U.S. citizens complete, the GDP would increase by about 0.37 percentage points – or by 10 percent – over time.⁵⁴

Minnesota state law reflects the college and career readiness trend in education. As required by law, the standards identify the academic knowledge and skills that prepare students for postsecondary education, work and civic life in the twenty-first century.⁵⁵ Postsecondary and workforce readiness includes the knowledge and skills that high school graduates need in order to do credit bearing coursework at a [two- or four-year] college or university and/or embark successfully on a career-track employment position that pays a living wage, provides benefits, and offers clear pathways for advancement through further education and training. A student who is “college-ready” is prepared for any postsecondary experience, including study at two- and four-year institutions leading to postsecondary credentials, such as a certificate, license, Associates or Bachelor’s degree.⁵⁶ David Conley is the director of the Center for Educational Policy Research at the University of Oregon and author of numerous books and reports on what students need in order to succeed in postsecondary education and careers; Conley defines college and career readiness as “... the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area.”⁵⁷

Many years ago, employers and college instructors shared little agreement on how students needed to be prepared for success in college or the workplace. This has now changed. “In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school graduates need to be successful after high school.”⁵⁸

According to the Association for Career and Technical Education, “Career readiness involves three major skill areas: 1) core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; 2) employability skills (such as critical thinking and responsibility) that are essential in any career area; and 3) technical, job-specific skills

⁵³ Achieve and the American Diploma Project Network, *supra* note 33.

⁵⁴ Achieve and the American Diploma Project Network, *supra* note 33.

⁵⁵ Minn. Stat. § 120B.023.

⁵⁶ Achieve and the American Diploma Project Network, *supra* note 33.

⁵⁷ Conley, David T., *Toward a More Comprehensive Conception of College Readiness*, Educational Policy Improvement Center (EPIC), (2007), available at: <http://www.gatesfoundation.org/learning/Documents/CollegeReadinessPaper.pdf> (last visited Sept. 19, 2012).

⁵⁸ Achieve and the American Diploma Project Network, *supra* note 33.

related to a specific career pathway.”⁵⁹ In developing the social studies standards, the committee paid specific attention to deficient skill areas that employers identified in reports such as “What Work Requires of Schools: A SCANS Report for America 2000;”⁶⁰ “Critical Skills Needs and Resources for the Changing Workforce;”⁶¹ and “Are They Really Ready to Work?”⁶² These skill areas include: processing informational texts such as technical manuals and research articles, analyzing data and statistics, reasoning and solving mathematical problems, critical thinking, adaptability, problem solving, information-technology application, diversity, oral and written communications collaboration and teamwork, creativity and innovation, responsibility, professionalism, ethics and technology use.

In his book College Knowledge, David Conley outlines the skills, knowledge, and perspectives that are necessary for college and career readiness in the four core social studies disciplines: general knowledge and skills; inquiry, research, and analysis; and communication.⁶³ The National Council for the Social Studies has also identified essential skills and strategies in social studies: literacy skills; critical thinking skills; learning strategies related to decision-making, inquiry learning, issue analysis, problem-based learning, and service/community learning; and personal interaction and civic engagement strategies.⁶⁴

A major effort to define and advocate for the development of critical skills for students in the 21st century was led by the Partnership for 21st Century Skills (P21 Partnership), a collaboration of educational leaders, business members, and policy makers.⁶⁵ Their landmark work, *The 21st Century Skills Map* was released in 2008.⁶⁶ The map, or framework, acknowledges that mastery of core subjects is crucial, but in order for students to be ready to achieve and thrive in the sophisticated world of the 21st century. The P21 Partnership believes that “schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels. [Schools can do this] by weaving 21st century interdisciplinary themes into core subjects.”⁶⁷

⁵⁹ Association for Career and Technical Education, *What is Career Ready*, available at:

https://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Career_Readiness_Paper.pdf (Last visited August 30, 2012).

⁶⁰ *What Work Requires of School: A SCANS Report for America 2000*, U.S. Department of Labor (June 1991), available at: http://www.gsn.org/web/_shared/SCANS2000.pdf (last visited Aug. 26, 2012).

⁶¹ *Critical Skill Needs and Resources for the Changing Workforce Survey*, Society for Human Resource Management, June 1, 2008, Society for Human Resource Management, available at: <http://www.shrm.org/Research/SurveyFindings/Articles/Pages/CriticalSkillsNeeds.aspx> (last visited August 26, 2012).

⁶² The Conference Board, Inc., *The Partnership for 21st Century Skills*, Corporate Voices for Working Families, and The Society for Human Resource Management, *supra* note 19.

⁶³ Conley, David, *College Knowledge: What it Really Takes to for Students to Succeed and What We Can Do to Get Them Ready*, Jossey-Bass, San Francisco, California (2005).

⁶⁴ National Council for the Social Studies, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*, National Library of Congress (2010). Information about ordering this publication is available at: the following website: <http://www.socialstudies.org/standards>.

⁶⁵ Partnership for 21st Century Schools (P21) website, available at: http://www.p21.org/storage/documents/P21_Trifold_Brochure.pdf (last visited Sept. 13, 2012). Founded in 2002, the P21 is the leading national organization that advocates for 21st century readiness for every student. They bring together the business community, education leaders and policymakers to equip students with the rigorous academic coursework and the skills to be productive employees and citizens. P21 partner organizations are: American Association of School Librarians, Adobe Systems Incorporated, Apple Inc, Blackboard, Cable in the Classroom, Cengage Learning, Cisco Systems, The College Board's Advanced Placement Program (AP), Crayola, Dell, EdLeader21, Education Networks of America, EF Education, Ford Motor Company Fund, GlobalScholar, Goddard Systems Inc., Houghton Mifflin Harcourt, Hewlett Packard, Intel® Corporation, JA Worldwide, KnowledgeWorks Foundation, Learning Point Associates, LEGO Education, McGraw-Hill, Measured Progress, Microsoft Corporation, National Academy Foundation, National Education Association, netTrekker, Pearson, PMI Educational Foundation, Verizon, VIF International Education, and Walt Disney Company.

⁶⁶ Partnership for 21st Century Skills (P21), *21st Century Skills Map*, available at:

http://www.p21.org/storage/documents/21st_century_skills_english_map.pdf (last visited August 30, 2012).

⁶⁷ *Id.*

These interdisciplinary themes include: global awareness; financial, economic, business and entrepreneurial literacy; and civic literacy. In addition to these themes the P21 Partnership, in collaboration with the National Council for the Social Studies, cites the following as essential social studies skills for students in the 21st century:⁶⁸

- Creativity and innovation;
- Critical thinking and problem solving;
- Communication;
- Collaboration;
- Information literacy;
- Media literacy;
- ICT literacy (Information and communication technology);
- Flexibility and adaptability;
- Initiative and self-direction;
- Social and cross-cultural skills;
- Productivity and accountability; and
- Leadership and responsibility.

The initial task of the standards review committee was to define its vision of college and career readiness. The committee agreed that college and career readiness consists not only of the social studies knowledge and skills needed for further education and careers, but also the knowledge and skills and dispositions that prepare students for productive citizenship. Civics education is just as important as college and career readiness. Peggy Altoff, former president of the National Council for Social Studies states that "...citizenship need[s] to be addressed with as much intentionality as the current focus on college and careers if our students are to be prepared to maintain this democracy; otherwise, post-secondary and workforce readiness will have little meaning."⁶⁹ She further states that "... the goals of education have been reduced to two of the "three C's"—college and career, the purpose is now to increase the number of high school graduates ready for success in college and career[s]. The purpose [of education] is to now increase the number of high school graduates ready for success in college and career[s]. Top this with the narrowing of the curriculum resulting from the emphasis on No Child Left Behind's mandates for reading and math, and it becomes even more of a challenge to embrace the future by educating citizens for democracy."⁷⁰ Therefore, the social studies standards review committee identified and organized the essential skills and knowledge necessary for citizenship and college and career readiness and worked to make these a primary focus of learning at every grade level in K-12.

Committee members addressed the following three questions:

1. *What does "College and Career Readiness" look like in Social Studies?*
2. *How do we know when a student is college and career ready?*
3. *What should students know and be able to do?*

Hundreds of responses were compiled into a master list, and sorted into categories. Ultimately, the committee agreed upon four major categories of college and career-readiness skills in social studies that prepare students for college, careers and citizenship. They are: Inquiry, Analysis, Problem Solving and Communication. These categories became the foundational skills that would be practiced and

⁶⁸ P21 21st Century Skills Map, *supra* note 66.

⁶⁹ Peggy Altoff, *Citizenship Must Not Be the Last of the Three C's*, Social Education 72(7), p. 379, National Council for the Social Studies (2008).

⁷⁰ *Id.*

developed by students at every single grade level from kindergarten through high school.

Unlike the identification of foundational skills within the social studies, there is less agreement about the content knowledge that is most essential and appropriate at any given grade level. The committee carefully consulted standards from each of the 50 states, national standards, national assessment frameworks and other guiding documents to make decisions about specific content that would adequately prepare students for college and careers.

Another debate within the social studies world centers on how much state standards should emphasize skill development versus mastery of content knowledge. Many of the jobs that our students will hold in the future do not even exist yet. The most important and transferable part of students' education is the critical thinking and problem solving skills that will enable them to adapt to the changing job market of the future. Thus, the standards committee decided that it was important for students develop essential skills in each of the social studies disciplines in every grade K-eight, along with content knowledge. The newly revised standards feature at least one benchmark related to civic skills, economic skills, geospatial skills, and historical thinking skills or perspectives at every grade level, ensuring that students will not go more than a year without practicing key skills in each discipline, such as map-making, reasoned decision-making, or analyzing public policy issues. Skills are also included at the high school level, but there is a higher emphasis on content as more mature students are better able to understand complex information and context, and develop a sense of the world that they will enter as adults.

Technology and Information Literacy Skills

Minnesota Statutes section 120B.023 requires the commissioner to “revise and appropriately embed technology and information literacy standards consistent with recommendations from school media specialists into the state’s academic standards and graduation requirements.”⁷¹ Minnesota is not alone in recognizing the need for increased technology and information literacy. The *21st Century Skills Map*, created by the Partnership for 21st Century Skills in collaboration with the National Council for the Social Studies, includes the following as priority skills: informational literacy, media literacy, and information and communications technologies literacy.⁷² Students need these skills in order to be competitive in the future marketplace.

Information literacy includes the ability to access information effectively, evaluate information critically and competently, and use information accurately and creatively. In addition, students should understand the ethical/legal issues surrounding the access and use of information. *Media literacy* includes the ability to understand how media messages are constructed, and for what purposes; the use of appropriate tools, characteristics and conventions; the examination of how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. Media literacy also requires a fundamental understanding of the ethical/legal issues surrounding the access and use of information.” Lastly, *information and communications technologies literacy* includes the ability to use digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy. It also includes the ability to use technology as a tool to research, organize, evaluate and communicate information and to understand the ethical/legal issues surrounding the access and use of information.”

⁷¹ Minn. Stat. § 120B.023.

⁷² P21 Century Skills, *21st Century Skills Map*, *supra* note 66.

A key resource for the committee's work in this area was the *Informational and Technology Literacy Standards* developed by the Minnesota Educational Media Organization (MEMO). The committee consulted the MEMO standards and the 21st Century Skills Map as they embedded information and technology skills in the standards for each of the social studies disciplines. An example of a high school standard and supporting benchmark that requires students to understand and use technology and information literacy skills is the following:

- *Geography Standard 1.* Students understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.
- *Benchmark 9.3.1.1.1.* Create tables, graphs, charts, diagrams, and various kinds of maps including symbol dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

Philosophical and Pedagogical Considerations

The review committee considered several different philosophical and pedagogical considerations, including: discipline-specific study versus a more integrated “social studies” approach; developing a more global focus; and meeting the needs of an increasingly diverse student population. Each of these areas is discussed below.

Discipline-Specific Study versus Integrated “Social Studies”

Within the social studies community, there are different schools of thought on how social studies curriculum should be organized. One approach supports history as the primary discipline with civics, economics, and geography providing content to support the understanding of history. Another approach advocates that all of the social studies disciplines are equally important and support one another in helping students to better understand their world. The standards review committee carefully considered the suggestions made during both of the public review and comment periods, many of which supported the more integrated “social studies” approach. Teachers who advocated for this approach commented that it is a more natural way to teach and for students to learn. Students in the early and middle grades usually do not learn history one day, then geography the next day, and economics the third day. Instead, students typically study a given topic and explore it from a historical perspective, a geographic perspective, an economic perspective, and a civics perspective.

Furthermore, scholars and content experts support the integration of social studies disciplines as a more powerful teaching and learning model. The National Council for the Social Studies (NCSS), the leading professional organization in the United States for social studies educators finds that social studies subjects are:

“Rich, interrelated disciplines, each critical to the background of thoughtful citizens. The social studies curriculum is integrative, addressing the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future. Focusing on the core social studies disciplines, it includes materials drawn from the arts, sciences, and humanities, from current events, from local examples and from students’ own lives.”

Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.⁷³ As a result, the revised 2011 standards feature better integration of all of the social studies disciplines at any given grade level throughout K-8, while high school follows a more traditional model of discipline-specific study.

Developing a More Global Focus

Another major focus of the committee was to revise the standards in such a way that students would be better prepared for the global world. Several leading social studies sources support the need for students to develop skills to become effective global citizens. The NCSS issued a position statement about globalization, "Preparing Citizens for a Global Community." This piece provides that "the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them, and increased worldwide communication abilities all contribute to an imperative that responsible citizens understand global and international issues."⁷⁴

In her 2008 article, Merry Meryfield, Professor in Social Studies and Global Education at Ohio State University and author of numerous books and other publications on global awareness, argues that:

"Today's students need to see the world as one interrelated system in which increased demand of particular goods and services, lack of jobs, or acceleration of local religious and ethnic conflicts often lead to regional and global movement of people, increased urbanization, conflicts over identity, land, and resources, and other societal and political problems."

She further states that students need the, "... habits of mind that foster knowledge, interest and engagement in global issues, local/global connections, and diverse cultures." Meryfield further suggests strategies for teachers to scaffold learning for students in order to build global awareness. Students, she argues, should be "continually modeling what globally-minded adults would be expected to do."⁷⁵ Diana Hess, Professor at the University of Wisconsin and leading scholar in civics education, says that despite this call to become more globally aware, individuals in the United States "have a difficult time thinking of themselves as part of the global community... We need to teach kids how to be political actors on multiple [levels]: global, national, state, and local."⁷⁶ The P21 Partnership identified "Global Awareness" as one of five 21st century interdisciplinary themes that should be woven throughout core academic subjects. Based on the interdisciplinary theme of global awareness, the P21 Partnership worked with NCSS to further identify social and cross-cultural skills necessary for students in the 21st century. These skills include the following: working appropriately and productively with others, leveraging the collective intelligence of groups when appropriate, and bridging cultural differences and using different perspectives to increase innovation and the quality of work.⁷⁷

⁷³ National Council for the Social Studies (NCSS) position statement, *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy*, available at: <http://www.socialstudies.org/positions/powerful> (last visited August 30, 2012).

⁷⁴ National Council for the Social Studies position statement, *Preparing Citizens for a Global Community* (May 2001), available at: www.socialstudies.org/positions/global (last visited Sept. 13, 2012).

⁷⁵ Merryfield, Merry, *Scaffolding Social Studies for Global Awareness*, *Social Education* 72(7) p.363 (2008), available at <http://www.highbeam.com/doc/1G1-189747472.html> (last visited Sept. 20, 2012).

⁷⁶ Hess, Diana, *Democratic Education to Reduce the Divide*, *Social Education* 72(7) pp.373-376 (2008).

⁷⁷ P21 21st Century Skills Map, *supra* note 66.

The proposed social studies standards incorporate skills necessary for Minnesota's students to become global participants. For example, Civics Standard 1 asks students to understand that, "democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy." Over the course of their entire K-12 education, students are asked to demonstrate mastery of this standard by addressing skills related to public policy issues on the local, state, national, as well as international levels.

The 2011 social studies standards incorporate a global focus throughout the four disciplines so that students will have the understandings and skills to address international issues and effectively work with people from diverse cultures.

Meeting the Needs of Minnesota's Increasingly Diverse Population.

The rapidly changing demographic profile of Minnesota includes a much more diverse student body than ever before. The standards committee considered it important for all students in Minnesota classrooms to see how the standards relate to them, regardless of their various backgrounds. All students need to see themselves as a vital part of Minnesota's future, particularly Minnesota's economic future.

According to a report commissioned by the Amherst Wilder Foundation, immigrants are a growing part of Minnesota's population. Consider the following statistics:

- During the 1990s, the state's foreign-born population increased by over 130 percent compared to a 57 percent nationwide increase over the same period. Between 2000 and 2007, it increased another 33 percent in Minnesota, compared to 22 percent nation-wide. In 2008, 6.5 percent of Minnesota's total population was foreign born (340,657 out of 5,287,975).⁷⁸
- In 2009, non-native English speakers accounted for over 40 percent of the student body in the St. Paul public school system. Of the nine districts with non-English home language rates greater than 30 percent, five were in southern Minnesota, three were in the Twin Cities area, and one was in western Minnesota.⁷⁹

Minnesota's immigrant population is unusually diverse in terms of nationality and immigration status.

- Between 1982 and 2008 over one million immigrants representing 182 nations passed through Minnesota, seeking either temporary or permanent homes. Approximately one-third have remained in our state.⁸⁰
- Asians make up almost 40 percent of Minnesota's immigrant population, but the state also has large populations of Africans and Central and South Americans. This is very different from most of the United States, where Latino immigrants predominate.⁸¹
- The most common countries of origin among Minnesota's foreign-born are Mexico (41,592), Laos (25,968), Vietnam (15,727), Canada (13,183) and Korea (11,853).⁸²

⁷⁸ Amherst H. Wilder Foundation, *A New Age of Immigrants: Making Immigration Work for Minnesota. Summary of Key Findings*, p.1 (August 2010), available at: <http://www.minneapolisfoundation.org/Libraries/Publications/ImmigrationReportFinal.sflb.ashx> (Last visited August 29, 2012).

⁷⁹ *Id.* at p. 6.

⁸⁰ *Id.* at p. 2.

⁸¹ *Id.*

Minnesota's immigrants represent an important component of the state's current and future workforce.

- Most of Minnesota's foreign-born residents are working-age adults between the ages of 18 and 65. At the same time, Minnesota's general population is trending toward a greater "dependency ratio" – or a greater proportion of older adults who are not of working age.⁸³

Immigrants contribute to Minnesota's economy as taxpayers, entrepreneurs, and consumers.

- In Southwest Minnesota alone, Latino workers generated about \$45 million in state and local taxes in 2000.⁸⁴
- Immigrants own approximately 3 percent of Minnesota's businesses. In 2002, there were 7,700 Asian businesses and almost 4,000 Hispanic businesses operating throughout the state, with annual sales exceeding \$2 billion.⁸⁵
- The St. Paul Neighborhood Development Center reports that, as of 2002, 138 immigrant-owned businesses had created 386 new jobs, and spent \$5.6 million on payroll, rent, supplies and other expenses.⁸⁶

The state's foreign-born population has had a particularly strong economic impact on some rural regions.

- The highest concentrations of foreign-born in rural Minnesota are found in the Southern and Western regions of the state, where Latinos, East Africans, and Southeast Asians are working in meat-packing, poultry-processing and other large-scale agricultural operations.⁸⁷

These statistics illustrate the importance of all Minnesota students "seeing themselves in the standards." In each discipline, the revised social studies standards support learning experiences in which all students can visualize themselves as important participants in Minnesota's future.

Organization of the Social Studies Standards

The proposed 2011 Minnesota K-12 Academic Standards in Social Studies are organized into disciplinary strands (hereafter referred to as disciplines)⁸⁸, substrands and standards. Each standard is supported by one or more benchmarks. A benchmark is a specific statement of knowledge and skills that students must achieve by the end of the grade level (grades K-8) or grade band (grades nine

⁸² Wilder Foundation, *supra* note 78, at p. 2.

⁸³ *Id.* at p. 3.

⁸⁴ Amherst H. Wilder Foundation, *A New Age of Immigrants: Making Immigration Work for Minnesota, Summary of Key Findings*, p.1 (August 2010), available at: <http://www.minneapolisfoundation.org/Libraries/Publications/ImmigrationReportFinal.sflb.ashx> (last visited August 29, 2012)(citing Kielkopf, James J., *Estimating the Economic Impact of the Latino Workforce in South Central Minnesota*, Center for Rural Policy and Development (September, 2000)).

⁸⁵ The Wilder Foundation, *supra* note 78, at p. 4.

⁸⁶ Amherst H. Wilder Foundation, *A New Age of Immigrants: Making Immigration Work for Minnesota, Summary of Key Findings*, p.1 (August 2010), available at: <http://www.minneapolisfoundation.org/Libraries/Publications/ImmigrationReportFinal.sflb.ashx> (Last visited August 29, 2012) (citing Fennelly, Katherine and Federico, Christopher M., *Rural Residence as a Determinant of Attitudes Towards US Immigration Policy*, *International Migration*, Vol. 46:1 (February 5, 2008)).

⁸⁷ The Wilder Foundation, *supra* note 78 at p. 4.

⁸⁸ Note that in the 2011 Minnesota K-12 Academic Standards in Social Studies document posted on the MDE website, the disciplinary strands are called "strands."

through twelve) to satisfactorily complete a standard.⁸⁹ Benchmarks are unique to each grade level. Benchmarks are not the topic of this formal rulemaking process so they will not be discussed further in this SONAR. This SONAR will focus on the four disciplines, the substrands and standards.

The broadest level of organization is represented by the four **disciplines**: 1) Citizenship and Government (Civics); 2) Economics; 3) Geography; and 4) History (state, U.S. and world). The committee chose these four disciplines in part because NCLB defines core academic subjects, including civics and government, economics, history, and geography.⁹⁰ Each discipline is organized into four or five categories called **substrands**. Various combinations of substrands appear at each grade level, depending on the focus of that grade. For example, the geography substrands in grade one are: “Geospatial skills” and “Places and regions;” whereas the geography substrands in grade two are: “Geospatial skills” and “Human Environment Interaction.”

Each substrand contains several “anchor” standards.” There are 10 to 23 standards in each discipline. A **standard** is a broad statement of skill and understanding that students must learn in order to be prepared for postsecondary education and advanced work. Thus, the standards are “anchored” in college and career readiness and provide students the skills and knowledge they need to become productive, engaged citizens. The standards represent the “big picture;” therefore, the standards are repeated at multiple grade levels (but not at every grade), depending on the focus of that grade. Instead of having individual standards for each grade level, these “anchor” standards show the major concepts and skills that students return to again and again throughout their K-12 educational career. Each standard is prefaced with the statement “the student will understand that...” which is followed by a general statement or summary description of what the student should learn in a specific discipline. With the exception of history, each standard describes an important disciplinary concept. In history, the standards characterize an era in either U.S. or world history.

The standards were developed by the review committee after careful consideration of public input, expert reviews, and scholarly research reflected in numerous guiding documents. This section discusses the 57 “anchor” standards within the four social studies disciplines. The disciplines are presented with their corresponding substrands and anchor standards, an illustrative graphic, and the review committee’s reasoning for including each particular standard in the proposed 2011 social studies academic standards.

Citizenship and Government (Civics)

Citizenship and Government is the first discipline in the proposed social studies standards. The civics discipline is organized into five substrands of content supported by 12 anchor standards. The graphic below illustrates the integration of the substrands of civics content, such as Civic Skills, Civic Values and Principles of Democracy, and Rights and Responsibilities, with overarching skills related to citizenship and college and career readiness (Inquiry, Critical Thinking, Problem Solving and Communication).

⁸⁹ Minn. Stat. § 120B.023.

⁹⁰ NCLB, *supra* note 25.



According to the National Assessment of Education Progress (NAEP) the leading organization that examines student knowledge and skills in core subjects, “civic knowledge, intellectual and participatory skills, and civic dispositions ...are critical to the responsibilities of citizenship in America's constitutional democracy.” To that end, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) collaborated with the Carnegie Corporation of New York, and the Corporation for National and Community Service, to host a series of meetings in 2002 involving some of the nation’s most distinguished and respected scholars and practitioners civic education. Their goal was to determine, based on solid data and evidence, “the components of effective and feasible civic education programs.”⁹¹ The resulting report, “The Civic Mission of Schools,” includes a number of ways that schools can help develop competent and responsible citizens. Minnesota’s standards committee considered the report’s recommendations carefully. A key recommendation from the report was that students should be given opportunities to develop their civics skills in discussion and through simulations of democratic processes.

Other key resources that the committee consulted include the NAEP Framework for civics,⁹² the McREL standards in civics⁹³ the national civics standards published by the Center for Civic Education,⁹⁴ and standards from other states. Based on these resources, public opinion and expert advice the committee crafted civics standards that reflect reasonable and necessary knowledge and skills that students will need in in order to become knowledgeable, engaged as citizens. In addition, these civics

⁹¹ The Civic Mission of Schools, The National Conference of State Legislators, *Executive Summary*, available at: <http://www.ncsl.org/legislatures-elections/trust/the-civic-mission-of-schools-executive-summary.aspx> (last visited Sept. 17, 2012). In 2002, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and Carnegie Corporation of New York, in consultation with the Corporation for National and Community Service, convened a series of meetings involving some of the nation’s most distinguished and respected scholars and practitioners in this area to determine, based on solid data and evidence, the components of effective and feasible civic education programs. Representing a diversity of political views, a variety of disciplines, and various approaches, these individuals disagree about some aspects of how civic education should be conducted, but nevertheless share a common vision of a richer, more comprehensive approach to civic education in the United States. This report is a powerful statement of their vision.

⁹² NAEP Civics Framework, *supra* note 43.

⁹³ McREL Civics Standards, available at: <http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=14> (last visited Sept. 17, 2012).

⁹⁴ The Center for Civic Education, available at: http://www.civiced.org/index.php?page=mission_statement (last visited Sept. 17, 2012). The Center for Civic Education is a “nonprofit, nonpartisan educational corporation dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries... The principal goals of the Center's programs are to help students develop (1) an increased understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict.”

standards help meet the goals of public education outlined in Article 13, Section 1 of the Minnesota Constitution, namely to provide for the “stability of a republican form of government.”⁹⁵

Information from national reports and standards documents led the committee to conclude that the Minnesota standards could be improved by a stronger focus on concepts and skills in civics and economics, particularly civic skills. The P21 Partnership encourages increasing the rigor of civics. As a result, the committee developed standards and supporting benchmarks in civics and government, and economics for every grade level.

As discussed in the introduction, the P21 Partnership supports schools moving from a focus on curriculum basics to promoting an advanced level of academic understanding through the use of interdisciplinary themes in core subjects.⁹⁶ The recommended interdisciplinary themes include civic literacy, which is addressed not only in the proposed civics standards, but also is an overarching goal of social studies education. Civic literacy includes: 1) participating effectively in civic life through knowing how to stay informed and understanding governmental processes; 2) exercising the rights and obligations of citizenship at local, state, national and global levels; and 3) understanding the local and global implications of civic decisions. The review committee carefully incorporated the above-mentioned interdisciplinary themes and the elements of civic literacy throughout the K-12 civics academic standards. Comments provided by the public prior to and during the standards review process supported this action.

The 12 anchor standards in civics are discussed below.

Civics Standard 1: The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

The first civics standard begins to integrate intellectual skills and civic dispositions. The intellectual skills component of this standard enables students to develop and apply their civic knowledge and foster the preservation and improvement of democracy. A recent national report on civic education in the United States noted:

“American citizens and communities can address our nation’s fundamental problems...But to do so requires civic skills, especially the ability to gather and interpret information, speak and listen, engage in dialogue about differences, resolve conflicts, reach agreements, collaborate with peers, understand formal government, and advocate for change.”⁹⁷

The framework of intellectual skills set out by the National Assessment of Educational Progress (NAEP) distinguishes three main intellectual skills that are crucial for developing civic knowledge. Although these skills are distinguished into three general areas, they overlap in scope: 1) identifying and describing;⁹⁸ 2) explaining and analyzing;⁹⁹ and 3) evaluating, taking, and defending positions.¹⁰⁰ The

⁹⁵ Minn. Const. art 13, sec. 1.

⁹⁶ Partnership for 21st Century Schools (P21), *Core Subjects and 21st Century Themes*, available at: <http://www.p21.org/overview/skills-framework/57> (last visited Sept. 17, 2012).

⁹⁷ The Center for Information & Research on Civic Learning and Engagement (CIRCLE), *Civic Skills and Federal Policy Special Report*, available at: <http://www.civicyouth.org/civic-skills-and-federal-policy/> (last visited Sept. 17, 2012).

⁹⁸ The National Association of Educational Progress (NAEP), *What Does the NAEP Civics Assessment Measure?*, available at: <http://nces.ed.gov/nationsreportcard/civics/whatmeasure.asp> (last visited Sept. 17, 2012).

⁹⁹ *Id.*

¹⁰⁰ *Id.*

first civics standard introduces key civics skills Minnesota students need to develop problem-solving strategies and to become engaged, civic-minded individuals.

In addition to civic skills, students also need to develop civic dispositions. A recent article on the importance of civic education in schools stated, “Self-government requires far more than voting in elections every four years. It requires citizens who are informed and thoughtful, participate in their communities, involved in the political process, and possess moral and civic virtues.”¹⁰¹ According to NAEP, a strong set of civic dispositions includes: becoming an independent member of society;¹⁰² respecting individual worth and human dignity;¹⁰³ participating in civic affairs in an informed, thoughtful, and effective manner;¹⁰⁴ and promoting the healthy functioning of American constitutional democracy.¹⁰⁵ Together, these intellectual skills and civic dispositions enable fuller participation in democratic society. This civic standard provides opportunities and learning experiences where students can begin fostering their civic dispositions as well as civics skills.

Civics Standard 2: The student will understand that the civic identity of the United States is shaped by historical figures, places, and events, and by key foundational documents and other symbolically important artifacts.

If American students are to become functioning American citizens, they need to graduate from high school with a solid understanding of America’s heritage and political culture, including those places and events, individual leaders, documents, and symbols that have shaped American civic life. The NAEP framework states that students’ civic knowledge must include answering the question, “What are civic life, politics, and government?” Thus, this standard is needed and reasonable because it requires students to understand the individuals, events and places that contribute to our nation’s civic identity. The report, *The Civic Mission of the Schools*,¹⁰⁶ recommends that students be provided with “instruction in government, history, law and democracy.” This standard speaks directly to the reasonableness and necessity of including relevant historical content and direct teaching about American democracy.

Furthermore, this standard is needed and reasonable because it requires students to understand the context and content of the documents which established the United States of America as an independent nation and guaranteed our individual rights,¹⁰⁷ including the Declaration of Independence, and the Constitution and Bill of Rights. In summary, this standard is needed and reasonable because it requires students to familiarize themselves with and understand the legacy of crucial American foundational documents, as well as individuals, events, and places.

Civics Standard 3: The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights.

¹⁰¹“Kahne, Joseph and Middaugh, Ellen, *Democracy for Some: The Civic Opportunity Gap in High School*, Circle Working Paper 59 (February 2008), available at: <http://www.civicyouth.org/wp-content/uploads/2010/09/WP59Kahne.pdf> (last visited September 17, 2012).

¹⁰² *What Does the NAEP Civics Assessment Measure?*, *supra* note 98.

¹⁰³ *Id.*

¹⁰⁴ *Id.*

¹⁰⁵ *Id.*

¹⁰⁶ *The Civic Mission of Schools*, *supra* note 88.

¹⁰⁷ Conley, *supra* note 63.

There are fundamental principles that students must understand¹⁰⁸ in order to truly comprehend America's unique form of democracy, and why it has flourished for over 200 years. As a critical reminder of the importance of these civics principles *The Civic Mission of Schools* report found that "...those bewildered by such basics as the branches of government and the concept of judicial review are less likely to express trust in the courts, and, as trust declines, [are] more likely to say that courts are too powerful and, judges should be impeached or court jurisdiction stripped when unpopular rulings are issued and that, under some circumstances, it might simply be best to abolish the Supreme Court." Furthermore, the report states that civic education not only "increases citizen knowledge and engagement, but also expands civic equality, and improves twenty-first century skills."

This standard is necessary and reasonable because democracy is based on the participation of its citizens, who will only be engaged if they understand how and why our system of government works, including the foundations of the American political system,¹⁰⁹ and the degree to which our government, established by the Constitution, embodies the purpose and principles of American democracy.¹¹⁰ This standard is crucial for Minnesota students to become active citizens and to understand the democratic principles that lie at the heart of American government and society.

Civics Standard 4: The student will understand that individuals in a republic have rights, duties, and responsibilities.

The American public is made up of citizens and non-citizens. Citizenship is defined by the Constitution and carries its own unique set of expectations. (Note: Citizenship is addressed in the fifth civics standard). Regardless of citizenship, all individuals living within the borders of the United States of America have rights, duties and responsibilities. A 2011 report on civic education in American schools stated: "Knowledge of our system of governance and our rights and responsibilities as citizens is not passed along through the gene pool. Each generation of Americans must be taught these basics."¹¹¹ This standard is needed and reasonable because it is important for students to recognize the responsibilities that all residents of the United States have in contributing to America's economy and political system. Furthermore, it is imperative that students understand the additional rights and responsibilities that come with American citizenship.

Civics Standard 5: The student will understand that citizenship and its rights and duties are established by law.

Being a citizen of the United States of America is a legal distinction that is not granted automatically to all who want it. This standard is needed and reasonable because Minnesota students need to have a solid understanding of the rights and responsibilities of citizenship and understand that citizenship is legally defined and granted. The Constitution and its subsequent amendments define the scope of rights and responsibilities of American citizens. This standard

¹⁰⁸ Conley, *supra* note 63.

¹⁰⁹ What Does the NAEP *Civics Assessment Measure?*, *supra* note 98. The NAEP standards include "How does the government established by the Constitution embody the purpose, values, and principles of American democracy?" and "What are the foundations of the American political system?" as main categories of knowledge under civic knowledge.

¹¹⁰ *Id.*

¹¹¹ Campaign for the Civic Mission of Schools, *Guardian of Democracy: The Civic Mission of Schools*, The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools (2011), available at: <http://www.civicmissionofschools.org/the-campaign/guardian-of-democracy-report> (last visited Sept. 17, 2012).

is further needed and reasonable because the survival of American democracy depends on an informed and engaged public who understand their role as citizens in American democracy.¹¹²

Part of being a United States citizen is developing civic literacy. The P21 Partnership found that a key to the development of civic literacy is an understanding of “the rights and obligations of citizenship at local, state, national and global levels.”¹¹³ This sentiment was echoed in remarks to the Washington Post by former Justice Sandra Day O’Connor and founder of *iCivics*. O’Connor stated that, “The only reason we have public school education in America is because in the early days of the country, our leaders thought we had to teach our young generation about citizenship ... that obligation never ends. If we don’t take every generation of young people and make sure they understand that they are an essential part of government, we won’t survive.”¹¹⁴ Thus, the committee worked hard to carefully integrate the interdisciplinary theme of civic literacy throughout the proposed social studies standards.

Civics Standard 6: The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, local, and the three branches of government, legislative, executive, and judicial.

This standard addresses the critical knowledge that citizens need to understand how their government is structured and how it operates in order to effectively participate in their own governance. A story of the Constitutional Convention in 1787 highlights the delicate balance that defines the American political system: When the delegates were leaving Independence Hall at the end of the convention, a woman called from across the street, inquiring about the new government that had been created by the framers of the Constitution, “Well, what have we got? A monarchy or a republic?” Dr. Benjamin Franklin’s response was, “a republic...if you can keep it.” The ingenuity of the American democratic republic is that it is based on a unique set of checks and balances that ensures that no one individual or group will become all-powerful. This standard is necessary and reasonable because it is only by educating our students on how U.S. government functions¹¹⁵ and how policy is made, that we will ensure every young person can live up to Dr. Franklin’s challenge.¹¹⁶

Civics Standard 7: The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

The preamble to the Constitution of the United States reads,

¹¹² NAEP, *supra* note 98. The NAEP standards includes “What are the roles of citizens in American democracy?” as one of the main categories of knowledge under civic knowledge.

¹¹³ Partnership for 21st Century Schools website (P21), *Civic Literacy*, available at: <http://www.p21.org/overview/skills-framework/258> (last visited Sept. 17, 2012).

¹¹⁴ Heffner, Alexander, *Former Supreme Court Justice Sandra Day O’Connor on the Importance of Civics Education*, The Washington Post (Published April 12, 2012), available at: http://www.washingtonpost.com/lifestyle/magazine/former-supreme-court-justice-sandra-day-oconnor-on-the-importance-of-civics-education/2012/04/10/gIQA8aUnCT_story.html (last visited Sept. 17, 2012).

¹¹⁵ Conley, *supra* note 63.

¹¹⁶ The social studies standards review committee conducted a “gap analysis” in which they analyzed the differences between the 2004 Minnesota Academic Standards (MAS) in Social Studies and specific “guiding” documents including the National Assessment of Educational Progress (NAEP) assessment frameworks and Nation’s Report Card, national standards, and other state standards. The goal of this gap analysis was to determine areas of possible improvement for the revised state social studies standards for each discipline group and to identify the highest priorities for improving the standards in that discipline. Priorities lists were created in each discipline area from the high priorities identified by the review committee.

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”¹¹⁷

The preamble outlines the primary purposes of the American constitutional government, which includes a balance of both protecting the rights of individuals as well as promoting the general welfare of all of society. This standard is necessary and reasonable because students need to understand that there is a specific purpose for rules and laws within American government, and to understand the inherent tension between the two priorities.

Civics Standard 8: The student will understand that public policy is shaped by governmental and nongovernmental institutions and political processes.

Public policy is created to serve the needs of American citizens. This important standard is supported by the Partnership for 21st Century Skills which, in cooperation with the National Council for the Social Studies developed a map for learning and innovation skills. In the map section on critical thinking and problem solving skills, the authors propose that students should analyze public policy issues in order to help understand the interconnections between systems.¹¹⁸ Thus, the committee crafted this crucial standard because it is needed and reasonable for students to understand how public policy is created in the United States, including the processes and the players involved. Furthermore, it is important for students to understand the influence that media and lobbying groups have on the policy formation process,¹¹⁹ as well as the influence that individual citizens may have if they exercise their rights to participate.

Civics Standard 9: The student will understand that free and fair elections are key elements of the United States political system.

A key characteristic of democracy is the ability of citizens to vote of their own free will for elected officials of their choosing, and the maintenance of a system of elections that is fair and impartial. This statement is necessary and reasonable because, as students prepare to become voting citizens, they need to understand the great privilege of participating in the United States electoral system, and the importance of exercising their right to vote within such a system.

Civics Standard 10: The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Since the early formation of the United States, the world has become increasingly connected. America has, and continues to play a significant role in world affairs. Students' basic civic knowledge should include an understanding of the concept of sovereignty, and the relationship between the United States and other nations. In addition, students need to understand the status and rights of sovereign nations living within the confines of United States borders and how that shapes public policy. Furthermore, the P21 Partnership identified the need to help students develop an “understanding [of] the local and global implications of civic decisions” as a

¹¹⁷ U.S. Const. preamble.

¹¹⁸ P21 Skills Map, *supra* note 65 at p. 3.

¹¹⁹ Priorities list for Civics and Government from the gap analysis, *supra* note 116.

key strand in the development of civic literacy.¹²⁰ Thus, this standard is needed and reasonable because all Americans need to understand the role that the United States plays in world affairs in an era of increased globalization.

Civics Standard 11: The student will understand that international political and economic institutions influence world affairs and United States foreign policy.

As the world has become more globally connected, international political alliances and economic institutions have played greater roles in political affairs. Students must develop an awareness of global connections in order to be effective global citizens. The *National Curriculum Standards for Social Studies* state that “Social studies programs should include experiences that provide for the study of global connections and interdependence.”¹²¹ This standard is needed and reasonable because in addition to understanding the United States approach to government, students need to understand “global” or non-United States approaches, including principles that drive non-governmental organizations and international relations.¹²²

Civics Standard 12: The student will understand that governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.

The United States must interact with various kinds of governments throughout the world. Nations differ not only on the structure of their governments, but on the political philosophies that undergird the varying forms of government. The *National Curriculum Standards for Social Studies* state that “the development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.”¹²³ This standard is necessary and reasonable because students need to understand the source of political authority and power in a government, and how other forms of government differ from the American constitutional form of democracy.¹²⁴

Economics

Economics is the second discipline in the proposed social studies standards. The economics discipline is organized into five substrands of content supported by 12 anchor standards. The graphic below illustrates the integration of the substrands of economics content (such as personal finance, microeconomic concepts and macroeconomic concepts) with overarching skills related to college and career readiness and citizenship (Inquiry, Critical Thinking, Problem Solving and Communication).

¹²⁰ P21, *supra* note 113.

¹²¹ National Council for Social Studies, *National Curriculum Standards for Social Studies: Chapter 2—The Themes of Social Studies: Theme 9 Global Connections*, available at: <http://www.socialstudies.org/standards/strands> (last visited Sept. 18, 2012).

¹²² Priorities list for Civics and Government from the gap analysis, *supra* note 116.

¹²³ National Council for Social Studies, *National Curriculum Standards for Social Studies: Chapter 2—The Themes of Social Studies: Theme 6 Power, Governance and Authority*, available at: <http://www.socialstudies.org/standards/strands> (last visited Sept. 18, 2012).

¹²⁴ Conley, *supra* note 63.



Economics is a critical part of a student’s social studies education. According to the Council for Economic Education (CEE), the nation’s leading professional organization for economic education, “it is only by acquiring economic and financial literacy that children can learn that there are better options for a life well lived, will be able to see opportunity on their horizon line and, ultimately, can grow into successful and productive adults capable of making informed and responsible decisions.” CEE’s website goes on to say that, “Our global economy has become so complex that the gap between what people know about economics and personal finance, and what they *need* to know, is widening every day. Americans are increasingly responsible for their financial future, yet an alarming number lack even basic economic awareness.

In the midst of an economic slowdown and in an absence of a general understanding of economics, political rhetoric can sometimes overwhelm facts in public discussion. Many sectors, the financial services industry is discussed only in disparaging ways, prompting some to think of capitalism, the foundation of our nation’s economy, as a bad idea. Students who observe such debates and who lack understanding of economics can become disinterested, or even disillusioned, with our economic system. When our nation’s economic system is held in such poor regard, the underpinnings of our democratic system are challenged. Students need to achieve financial literacy and master economics concepts because it changes the way they see the world and their roles in it.¹²⁵

Leading economics scholars Jane Lopus and Mark Schug wrote in their article, *Economic and Financial Education for the 21st Century*, that “educating the workers of the 21st century with improved mathematical and scientific skills, along with improved knowledge in economics and other areas, will allow our workforce to adapt to the challenges of change and competition.”¹²⁶ In response to the work of the P21 Partnership, the standards review committee decided that the rigor of the K-8 economics standards must be increased to support the development of financial, business, entrepreneurial and economic literacy.¹²⁷ The elements of economic literacy include the following: how to make appropriate personal economic choices; understanding the role of economy in society; and using entrepreneurial skills to enhance productivity and career options.

¹²⁵ Council for Economic Education (CEE) website, *available at*: <http://www.councilforeconed.org/about/> (last visited Sept. 18, 2012). The CEE is the leading organization in the United States that focuses on the economic and financial education of students from kindergarten through high school. Their mission is to instill in young people the fourth “R”—a real-world understanding of economics and personal finance.

¹²⁶ Lopus, Jane, and Schug, Mark *Economic and Financial Education for the 21st Century*, *Social Education* 72(7), p. 359-362 (2008).

¹²⁷ P21 Core Subjects and 21st Century Themes, *supra* note 95.

Two other resources that guided the committee's work on the economics standards were the *National Assessment of Educational Progress (NAEP) Economics Framework*, and the *Voluntary National Content Standards in Economics*. The NAEP framework identifies understandings that students in grade 12 should master in domestic and international economics. The second resource, the national economics standards, is widely used in classrooms throughout the country. In fact, Lopus and Schug claim that "economics is marked by a general agreement on the main topics to be studied" and that there are "similarities in the content and format of current leading college and high school textbooks" because they cover most of the *Voluntary National Content Standards in Economics*.¹²⁸ Minnesota's standards review process provided support for Lopus and Schug's claim, as there were relatively few concerns raised by the public or expert reviewers related to the proposed economic standards (which are largely based on the national economics standards).

In drafting the proposed revisions, the committee chose to consolidate several of the twenty national standards to arrive at a more manageable twelve anchor standards in economics for Minnesota's state standards. In addition, each Minnesota social studies standard is expressed as a single sentence instead of multiple related statements, so the voluntary standards were modified to fit this convention. The committee also integrated the NAEP assessment areas in economics into the revised standards.

"Market Economy" is addressed in the Personal Finance, Fundamental Concepts, and Microeconomic Strands. "National Economy" and "International Economy" are addressed in the Fundamental Concepts and Macroeconomic Strands. The Economic Reasoning Skills strand also contains parts of all of the NAEP economic content areas.¹²⁹ Lastly, the Minnesota economics standards ask students to master economic principles at three levels: 1) the individual or household level (i.e., personal finance), 2) the level of an organization, and 3) the government level.

The 12 anchor standards in economics are discussed below.

Economics Standard 1: The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

Decision-making is a critical life skill that is practiced by people of all ages, and this standard gives students an opportunity to develop reasoned and responsible decision-making skills over the course of their K-12 education. Students will practice different decision-making strategies and techniques that can be applied not only to economic decisions, but to all aspects of their lives. This standard is also aligned with Standard 2 of the *Voluntary National Content Standards in Economics*.¹³⁰ This standard is needed and reasonable because people make choices every day of their lives. Please see Appendix D for the full text of the voluntary national standards.

Economics Standard 2. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

Building on the strategies developed in the previous standard, Economics standard 2 has students focus their decision-making on personal life choices involving finances. Personal finance, or financial literacy, is a goal for educating students in the 21st century. Individuals today have "increased

¹²⁸ Lopus, et. al, *supra* note 126.

¹²⁹ National Assessment for Educational Progress (NAEP), *What Does the NAEP Economics Assessment Measure?* (2006), available at: <http://nces.ed.gov/nationsreportcard/economics/whatmeasure.asp> (last visited Sept. 18, 2012).

¹³⁰ Council for Economic Education, *Voluntary National Content Standards in Economics*, 2nd. edition (2010) available at: <http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf> (last visited Sept. 18, 2012).

responsibility for managing their finances than they did 25 years ago.”¹³¹ However, despite this increased responsibility, a 2005 report shows that although there has been increased advocacy in recent years for more financial education for students, there has been “little actual change in the curriculum and levels of financial literacy remain low.” For these reasons, as well as the recommendations of NAEP and the Partnership for 21st Century Skills, the standards review committee included “personal finance” standards as a priority in the revised social studies standards.¹³² This standard is necessary and reasonable because when students understand economic principles they can exercise their economic freedom by making informed decisions.

Economics Standard 3. The student will understand that because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices, and incur costs.

Students in our modern age must be economically literate. According to the NAEP Economics Framework, economic literacy includes an understanding of the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face.¹³³ In his book, *College Knowledge*, David T. Conley, a leading education scholar, outlines the basic concepts that all students need to master in economics, including those that will be addressed under Minnesota Economics Standard 3: scarcity, opportunity cost, and trade-offs.¹³⁴ This standard is needed and reasonable because scarcity is a reality of life, and this fundamental concept is related to not only all economic decisions but also many of the decisions that students will make throughout their lifetime.

Economics Standard 4. The student will understand that economic systems differ in the ways that they address the three basic economic issues of allocation, production, and distribution to meet society’s broad economic goals.

Students need a basic understanding of different economic systems, and the United States role in the world economy. Lopus and Schug argue that, “market economies produce income that allows private sector and public sector institutions to accomplish important social goals including providing high quality health care, improving the environment, reducing poverty, investing in socially important research, improving education, supporting the arts, and so forth.”¹³⁵

The standards revision committee included knowledge of economic systems as a priority for the new standards.¹³⁶ The standard addresses concepts that are recommended in *College Knowledge*, such as: “explain differences between a market economy (capitalism) and a command economy,” and “explain the different social goals of an economy.”¹³⁷ This standard is necessary and reasonable because different social and economic goals drive nations to act in various ways. In today’s world, it is critical that students understand fundamental differences among other nations’ economies in order to fully understand how the United States interacts with those countries and competes in the global marketplace.

¹³¹ Lopus, et al., *supra* note 126.

¹³² Priorities list for Economics from the gap analysis, *supra* note 116.

¹³³ NAEP, *What Does the NAEP Economic Assessment Measure?*, *supra* note 129.

¹³⁴ Conley, *supra* note 63.

¹³⁵ Lopus, et al., *supra* note 126.

¹³⁶ Priorities list for Economics from the gap analysis, *supra* note 116.

¹³⁷ Conley, *supra* note 61.

Economics Standard 5. The student will understand that individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.

The interaction of buyers and sellers in the economic marketplace is an important relationship for students to understand. The NAEP economics assessment includes an understanding of “how economies and markets work and how people function within them,” and “the benefits and costs of economic interaction and interdependence among people and nations.”¹³⁸ This standard is necessary and reasonable because the concepts of demand, supply, and price determination are essential concepts for understanding many principles of economics. Other basic economic concepts addressed in this standard that are important include markets, exchange, and trade.¹³⁹ The *Voluntary National Content Standards in Economics* contain three standards which deal with markets and prices, the role of prices, and competition and market structure (Standards 7, 8, and 9). These three standards were combined into Minnesota economics standard 5.¹⁴⁰ Please see Appendix D for the full text of the voluntary national standards.

Economics Standard 6. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services.

Profit and market structures have a significant impact on price and production. Economic standard 6 is necessary and reasonable because students need to understand the role that profit plays in providing incentives for entrepreneurs and other individuals in making decisions and taking economic risks, as well as the profit limitations imposed by market structures. The P21 Partnership identifies “financial, economic, business and entrepreneurial literacy” as one of the five key themes for educating students in the 21st century.¹⁴¹ This requires that students know “how to make appropriate personal economic choices, understand the role of the economy in society, and use entrepreneurial skills to enhance workplace productivity and career options.” Economics Standard 6 combines two *Voluntary National Content Standards in Economics* (Standard 4: Incentives and Standard 14: Entrepreneurship).¹⁴² By understanding the concept of profit, students gain a better sense of their own personal economic options and a greater appreciation for, and grasp of the role of, profit within the American market economy. Please see Appendix D for the full text of the voluntary national standards.

Economics Standard 7. The student will understand that resource markets and financial markets determine wages, interest rates, and commodity prices.

Students must have a firm understanding of personal and commercial finance to become savvy citizens of tomorrow. Economic standard 7 is necessary and reasonable because students need to understand how the income they earn is based on the market value of the productive resources they sell. Career readiness requires that students understand the factors affecting wages, such as the market value of what they produce, their productivity based on their human capital, the changing nature of occupations over time, and other sources of income (interest, dividends, royalties, etc.). Students also need to understand their role as savers and potential

¹³⁸ *What Does the NAEP Economics Assessment Measure?*, *supra* note 129.

¹³⁹ Conley, *supra* note 63.

¹⁴⁰ CEE, *supra* note 130.

¹⁴¹ Partnership for 21st Century Skills (P21). *Financial Economic, Business, and Entrepreneurial Literacy*, available at: <http://www.p21.org/overview/skills-framework/257> (last visited Sept. 18, 2012).

¹⁴² CEE, *supra* note 130.

investors in financial markets and how these impact economic growth. Finally, they need to recognize the potential impact of scarce natural resources, such as fossil fuels, minerals, and other commodities, on their future standard of living. This standard incorporates important elements of personal finance and combines Standards 12 and 13 of the *Voluntary National Content Standards in Economics*.¹⁴³ Please see Appendix D for the full text of the voluntary national standards.

Economics Standard 8. The student will understand that market failures occur when markets fail to allocate resources efficiently or meet other goals and this often leads to government attempts to correct the problem.

Market failures and related risks as well as government responses are key concepts that students in our modern age must be familiar with to practice economic literacy. Economics standard 8 is necessary and reasonable because students need to understand the possible causes of market failures and the range of actions that the government may take to correct these failures. “Market failures including externalities” and “systematic risk” were identified as priority areas by the standards review committee, because there was a gap between what was expected of students in the 2004 Minnesota social studies standards and the much higher expectations set by standards in other states, the national standards, and other guiding documents.¹⁴⁴

There are many historical examples of the government taking action to correct market failures, and students likely will see situations in their lifetime in which their elected officials will face a similar challenge. As voting citizens, they will need to be able to evaluate the rationale behind possible government actions, and to analyze the effectiveness of these actions in correcting the market failure or meeting other social goals that may take precedence over efficiency. The *Voluntary National Standards in Economics*¹⁴⁵ include two standards related to market failure (Standard 16: Role of Government and Market Failure, and Standard 17: Government Failure). The elements of these two national standards have been incorporated into Minnesota Economics Standard 8. Please see Appendix D for the full text of the voluntary national standards.

Economics Standard 9. The student will understand that economic performance, the performance of an economy toward meeting its goals, can be measured, and is affected by, various long-term factors.

Today’s students in Minnesota will participate in decision-making throughout their lifetime as an individual or member of a household, member of an organization or group, or as a voting citizen influencing government policy at the state and national levels. This standard is necessary and reasonable because students need to understand the concept of Gross Domestic Product and how it is used as an indicator of economic stability, growth or decline. In times of great prosperity, and more importantly, in lean economic times, students need to understand the factors that impact economic growth, including the role of the money supply and inflation, as well as the generation of jobs. This standard is similar to Standard 15 of the *Voluntary National Content Standards in Economics*.¹⁴⁶ Please see Appendix D for the full text of the voluntary national standards.

¹⁴³ CEE, *supra* note 130.

¹⁴⁴ Priorities list for Economics from the gap analysis, *supra* note 116.

¹⁴⁵ CEE, *supra* note 130.

¹⁴⁶ *Id.*

Economics Standard 10. The student will understand that the overall levels of output, employment, and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments, and others.

Building off of the content in the previous standard, economics standard 10 asks students to analyze other factors that affect economic performance: spending and production decisions. This standard is necessary and reasonable because citizens must understand the factors that impact economic growth. The *Voluntary National Content Standards in Economics*¹⁴⁷ include two standards (Standard 18: Economic Fluctuations and Standard 19: Unemployment and Inflation), that relate to economic performance. Elements of these two national standards have been incorporated into Minnesota Economics Standard 10. Please see appendix D for the full text of the voluntary national standards.

Economics Standard 11. The student will understand that the overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

Beyond understanding how economic growth is based on individual spending and production decisions, monetary policy, and job growth, students also need to understand the role of governments and banks in fostering economic growth. David Conley in *College Knowledge* suggests that basic economic literacy includes students understanding the role of government in the economy.¹⁴⁸ The monetary policies of banks can have a significant impact on personal and national economic growth. Thus it is especially important for students to understand the role of government fiscal policies and the Federal Reserve, the central bank of the United States. This standard is necessary and reasonable because students as voting citizens must understand the factors that impact economies. *The Voluntary National Content Standards in Economics*¹⁴⁹ include one standard on monetary policy (Standard 20: Fiscal and Monetary Policy), elements of which have been incorporated into Minnesota Economics Standard 11. Please see appendix D for the full text of the voluntary national content standards.

Economics Standard 12. The student will understand that international trade, exchange rates, and international institutions affect individuals, organizations, and governments throughout the world.

Today's students are facing life in an increasingly global world. The NAEP economics framework includes "government, policy, citizenship, and domestic and international organizations" in the list of economic concepts in the public sphere that students must master, and international economy as one of the three key areas of economics. In addition, the framework cites, "the benefits and costs of economic interaction and interdependence among people and nations" as a key part of economics. Based on a gap analysis of standards from other states, national standards, and various other documents, the committee identified "global connections" and "global/international economic factors" as priorities for the Minnesota standards.¹⁵⁰ This standard is necessary and reasonable because it is important that students understand the impact of interactions between nations and international institutions on the American economy.

¹⁴⁷ CEE, *supra* note 130.

¹⁴⁸ Conley, *supra* note 63.

¹⁴⁹ CEE, *supra* note 130.

¹⁵⁰ Priorities list for Economics from the gap analysis, *supra* note 116.

Geography

Geography is the third discipline in the proposed social studies standards. This discipline is organized into four substrands of content supported by 10 anchor standards. The graphic below illustrates the integration of the substrands of economics content, such as Places and Regions, and Human Environment Interaction, with overarching skills related to college and career readiness and citizenship, such as Inquiry, Critical Thinking, Problem Solving and Communication



In today's world, geographical knowledge is essential for students to function in an increasingly global society. According to the *Twenty-First Century Skills Map for Geography*, a collaborative effort of the National Council for Geographic Education and the P21 Partnership, "geography's major contributions for 21st century skills development can be viewed through three lenses: 1) Scholarship; 2) Stewardship; and 3) Citizenship. Scholarship reflects geography's continued quest for knowledge about Earth and its systems using the most appropriate technologies. Digital information and virtual representations of Earth and its systems are commonly applied in geographic scholarship. Stewardship reflects the concerns for the positive relationship between people and the environment through sustainable interactions. Responding to challenges of global changes in climate, population changes, natural resources availability, and land use are within the realm of stewardship. Citizenship reflects equipping every person with the necessary 21st century skills and access to information that will enable them to become responsible and effective in their active roles as citizens."¹⁵¹

When drafting the geography social studies standards, the standards committee consulted key guiding documents, including the NAEP Framework for Geography¹⁵² and standards from other states. Another priority for the review committee¹⁵³ was to ensure that Minnesota's new standards closely align with the national geography standards published by the National Council for Geographic Education.¹⁵⁴ The council's *Geography for Life, Second Edition* provides more than a list of standards; it is a rich resource that is utilized extensively by geography teachers

¹⁵¹ P21 *Twenty first Century Skills Map*, *supra* note 66.

¹⁵² National Assessment for Educational Progress (NAEP), *What Does the NAEP Geography Assessment Measure?*, available at: <http://nces.ed.gov/nationsreportcard/geography/whatmeasure.asp> (last visited Sept. 18, 2012).

¹⁵³ Priorities list for Geography from the gap analysis, *supra* note 116.

¹⁵⁴ The National Council for Geographic Education (NCGE) website, available at: <http://www.ncge.org> (last visited Sept. 18, 2012). The NCGE is a non-profit organization, chartered in 1915, to enhance the status and quality of geography teaching and learning. NCGE supports geography teaching at all levels—from kindergarten through university. Members include both U.S. and International teachers, professors, students, businesses, and others who support geographic education.

throughout Minnesota and the rest of the United States. The national geography standards are organized into six themes which have been incorporated into Minnesota's standards:

1. The World in Spatial Terms;
2. Places and Regions;
3. Human Systems;
4. Physical Systems;
5. Environment and Society; and
6. The Uses of Geography.

The 10 anchor standards in geography are discussed below.

Geography Standard 1: The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

In today's increasingly globally connected world, it is important that students develop a sense of place, and know how to acquire geographic information and use it appropriately to communicate and solve problems, and address policy issues. In *College Knowledge*, David T. Conley states that students who are geographically literate must be able to read, interpret and locate places on a global map, have a sense of place, and use maps and atlases to find geographic information.¹⁵⁵ In addition to maps and atlases, students in today's world need to know how to use new geospatial technologies like global positioning systems (GPS) and geographic information systems (GIS). Paul Nagel, a leading Geography scholar, states that, "[With GIS] students can pinpoint locations, determine patterns, and use problem-solving skills [to answer questions and] predict what might happen in the future."¹⁵⁶ The inclusion of geospatial technology tools in this standard addresses a state mandate that all revised state standards address technology and information literacy. This standard is necessary and reasonable because students must develop these basic geographic skills, including utilizing new technologies in the field of geography.

Geography Standard 2: The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

Simple finding a location in the world is not enough to master geographic inquiry. This standard is necessary and reasonable because students need to be able to locate and comprehend geographic information, and ultimately use that information to solve problems and plan for the future. The NAEP geography assessment asks students to answer questions in the following three categories:¹⁵⁷

- *Knowing* questions that ask: What is it? Where is it?
- *Understanding* questions that ask: Why is it there? How did it get there? What is its significance?
- *Applying* questions that ask: How can knowledge and understanding be used to solve geographic problems?

Paul Nagel, a leading geography scholar states that, "as we progress into the 21st century with a global economy, cultural migration, and environmental challenges, geography provides the vehicle and the tools for adapting to these changes."¹⁵⁸ According to the national geography standards, "Creating

¹⁵⁵ Conley, *supra* note 63.

¹⁵⁶ Nagel, Paul, *Geography: The Essential Skill for the 21st Century*, Social Education 72(7), pp. 354-358, National Council for the Social Studies (2008).

¹⁵⁷ *What Does the NAEP Geography Assessment Measure*, *supra* note 152.

¹⁵⁸ Nagel, *supra* note 156.

effective and lasting solutions to the world's pressing problems requires that today's students mature into adults who can make skilled and informed use of geographic knowledge, skills, and perspectives to identify possible solutions, predict their consequences, and implement the best solutions."¹⁵⁹ This standard is necessary and reasonable because students will hone their geographic thinking skills over the course of their K-12 career, applying a process that includes formulating questions about topics in geography; posing possible answers; using geospatial technology to analyze problems; and making and justifying decisions.

Geography Standard 3: The student will understand that places have physical characteristics, such as climate, topography and vegetation; and human characteristics, such as culture, population, political and economic system.

All places in the world can be described in terms of physical characteristics and human characteristics. Any place can be distinguished from other places by comparing these distinctive tangible and intangible characteristics. The national geography standards state that "students need an understanding of why places are the way they are, because it can enrich their own sense of identity with a particular place and enable them to comprehend and appreciate both the similarities and differences of places around their own community, state, nation, and world."¹⁶⁰ This standard is necessary and reasonable because by analyzing the characteristics of a particular place, students build a sense of spatial characteristics that can be applied to places that they encounter in the news, within their job duties, and among many other aspects of daily life.

Geography Standard 4: The student will understand that people construct regions to identify, organize, and interpret areas of the earth's surface, which simplifies the Earth's complexity.

The world is a vast and complicated place populated by over 7 billion people representing countless numbers of cultural groups, religions, languages, political parties, and job roles. In addition, the Earth's population is divided among different natural environments, including desert, plains, mountainous and coastal regions. To make sense of all of this, people construct regions that help to characterize and explain their world. According to the national geography standards, "A region has certain characteristics that give it a measure of cohesiveness and distinctiveness and that set it apart from other regions;"¹⁶¹ studying regions enables students to synthesize their understanding of the physical and human properties of Earth's surface at scales that range from local to global."¹⁶² This standard is necessary and reasonable because students will become adults operating in a global marketplace, and they need to know the basic regions of the world and characteristics of those regions.

Geography Standard 5: The student will understand that characteristics, distribution and migration of human populations on the Earth's surface influence human systems, such as cultural, economic and political systems.

Human populations have been moving across the Earth for thousands of years. The NAEP geography framework asks students to consider content related to *space and place*, especially

¹⁵⁹ Bednarz, Sarah, et.al, *Geography for Life: National Geography Standards*, Geographic Education Standards Project: The American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society, p. 104 (1994).

¹⁶⁰ *Id.* at p. 70.

¹⁶¹ Bednarz, *supra* note 159 at p. 70.

¹⁶² *Id.*

content related to particular places on Earth, spatial patterns on Earth's surface, and physical and human processes that shape spatial patterns.¹⁶³ In *College Knowledge*, David T. Conley states that all students need to understand worldwide immigration and migration patterns.¹⁶⁴ According to the national geography standards, students who are geographically informed “understand that the growth, distribution, and movements of people on Earth’s surface are the driving forces behind not only human events—social, cultural, political, and economic—but also certain physical events—large-scale flooding, resource depletion, and ecological breakdown.”¹⁶⁵ This standard is necessary and reasonable because human systems are defined by the people who operate within them, and students need to develop an understanding of how people move across the Earth and what factors drive mobility.

Geography Standard 6: The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements.

The development of urban areas and cities is a key aspect of geographic learning. According to the national geography standards, students need to understand “the fundamental processes, patterns, and functions of human settlement across Earth’s surface” so that they can appreciate “the spatially ordered ways in which Earth has become the home of people.”¹⁶⁶ This standard is necessary and reasonable because it is estimated that over half of the world’s population now live in urban areas, and students need a solid understanding of how and why cities develop and the functions they serve for humans.

Geography Standard 7: The student will understand that the characteristics, distribution, and complexity of the Earth’s cultures influence human systems, such as social, economic, and political systems.

The world is populated by very different and unique cultural groups, and these groups impact the development of various human systems. This standard is necessary and reasonable because students need to be able to understand and analyze patterns in the distribution of cultural groups and political movements around the world. This knowledge is essential for helping students understand “geography as it relates to spatial variations and the connections among people and places” as outlined by NAEP.¹⁶⁷

Geography Standard 8: The student will understand that processes of cooperation and conflict among people influence the division and control of the Earth’s surface.

Culture is not static—it changes over time, affected by interaction with other cultures, and individual cultural characteristics spread across vast distances. Throughout much of human history, boundaries have been drawn according to cultural lines and patterns of political power. However, there are also countless examples of acts of cooperation and alliances across political boundaries. *Geography for Life* describes the value of this anchor standard:

“The interlocking systems for dividing and controlling Earth’s space influence all dimensions of people’s lives, including trade, culture, citizenship and voting, travel, and self-identity. Students must understand the genesis, structure, power, and pervasiveness of these divisions to appreciate their role within a world that is both globally interdependent and locally controlled.”¹⁶⁸

¹⁶³ *What Does the NAEP Geography Assessment Measure?*, *supra* note 152.

¹⁶⁴ Conley, *supra* note 63.

¹⁶⁵ Bednarz, *supra* note 159 at p. 79.

¹⁶⁶ *Id.* at p. 88

¹⁶⁷ *What Does the NAEP Geography Assessment Measure?*, *supra* note 152.

¹⁶⁸ Bednarz, *supra* note 159 at p. 91.

This standard is necessary and reasonable because political boundaries continue to change in the world, and students need to have an understanding of how and why divisions have been created and perpetuated by humans.

Geography Standard 9: The student will understand that environment influences human actions; and humans both adapt to, and change the environment.

Human behavior is impacted by environmental factors. Human Environment Interaction is one of the six key themes of geography in the national geography standards. The NAEP assessment for geography asks students to master knowledge of “how people depend upon, adapt to, are affected by, and modify the natural environment.”¹⁶⁹ In a gap analysis in which the current (2004) Minnesota standards were compared to standards from other states, national standards, and other guiding documents, the standards committee concluded that the Minnesota standards were weak in the Human Environment Interaction component, and that this needed to be strengthened in the revised standards.¹⁷⁰ This standard is necessary and reasonable because as global population and human use of resources continues to rise, it is vitally important that students understand how geography plays a role in human activity, and in turn, how human activity exerts long-term effects on the environment.

Geography Standard 10: The student will understand that the meaning, use, distribution, and importance of resources changes over time.

Distribution of resources and land use has shaped the development of various regional, cultural, economic, and political systems around the world. The way that humans have valued and utilized resources has changed over time. However, the world has a finite amount of resources, and students need to understand the challenges posed by limited resources on a global stage. According to the national geography standards, “it is essential that students have a solid grasp of the different kinds of resources, of the ways in which humans value and use (and compete over) resources, and of the distribution of resources across Earth’s surface.”¹⁷¹ This standard is necessary and reasonable because as the world becomes increasingly more globally connected students need to understand how the distribution of resources, as well as patterns of production and consumption, affects the global economy.

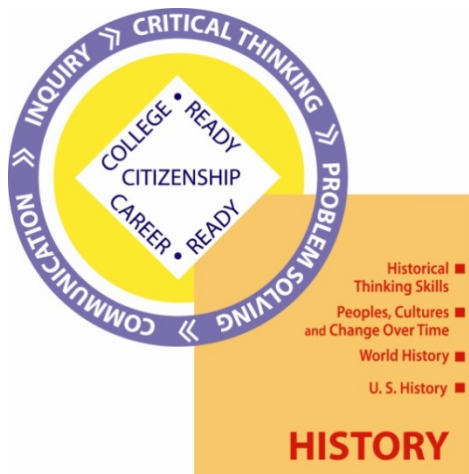
History

History is the fourth discipline in the proposed social studies standards. This discipline is organized into four substrands of content supported by 23 anchor standards. The graphic below illustrates the integration of the substrands of history content (such as World History and U.S. History) with overarching skills related to citizenship and college and career readiness (Inquiry, Critical Thinking, Problem Solving and Communication).

¹⁶⁹ What Does the NAEP Geography Assessment Measure?, *supra* note 152.

¹⁷⁰ Priorities list for Geography from the gap analysis, *supra* note 116.

¹⁷¹ Bednarz, *supra* note 159 at p. 100.



History is a cornerstone of social studies education. According to the Fordham Foundation, an organization that evaluates state standards,¹⁷² “historical comprehension is vital if students are to understand their nation and world, and function as responsible, informed citizens.” ...¹⁷³ In his book *College Knowledge*, education expert David T. Conley states that students need to have a sense of history. This involves students understanding one’s own place in history, how history influenced one’s own family ancestors and kinship group, how current society is shaped by the past, how current society will shape the future and what factors have shaped history, such as events, documents, individuals and human decisions, political processes, and religious and social/cultural movements. Students also need a solid grasp of the major theories that underlie such movements. Students also need understand the importance of accuracy, have factual knowledge, and perceive the past with historical empathy.¹⁷⁴

The McREL compendium of standards includes standards for U.S. history, world history, history in grades K-four, and historical understanding. McREL’s work on the history standards incorporated the work of the NAEP assessment in U.S. History, seminal reports on history education, and the national history standards produced by the National Center for History in the Schools. Although the national history standards are somewhat dated and controversial, the committee felt that there was value in consulting these in addition to other guiding documents.

The committee also conducted a gap analysis, in which they compared the 2004 Minnesota history academic standards with guiding documents and determined that the following gaps needed to be addressed in the revised history standards:¹⁷⁵

- Focus on themes instead of eras;
- Scaffold content across the grade levels;

¹⁷² The Fordham Institute website, *available at*: <http://www.edexcellence.net/about-us/fordham-mission.html> (last visited Sept, 19, 2012). The Thomas B. Fordham Institute is the nation’s leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio. They work to advance high standards for schools, students and educators; Quality education options for families; A more productive, equitable and efficient education system; and A culture of innovation, entrepreneurship, and excellence. They promote education reform by: Producing rigorous policy research and incisive analysis; Building coalitions with policy makers, donors, organizations and others who share our vision; and Advocating bold solutions and comprehensive responses to education challenges, even when opposed by powerful interests and timid establishments.

¹⁷³ Stern, et. al., *supra* note 49.

¹⁷⁴ Conley, *supra* note 63.

¹⁷⁵ Priorities list for History from the gap analysis, *supra* note 116.

- Use a spiral approach to American history (address topics at multiple grade levels at increasing levels of depth and complexity); and
- Expose students to American history at the early grades for greater depth of study at the upper grades.

The committee carefully integrated these key areas into the revised 2011 history standards.

Organization of the Content in History

The gap analysis revealed that Minnesota’s 2004 U.S. History standards could be improved through “specific grade assignment;” that is, assigning certain eras or historical topics to specific grade levels in order to reduce redundancy. Conversely, the gap analysis also indicated that the standards could be improved through “spiraled content;” that is revisiting eras or historical topics multiple times over the course of K-12, but at greater depth and complexity at each successive level. For many years, there has been debate within the social studies community over the most appropriate scope and sequence for history. The range of content in history is extensive to say the least, and more is added with each passing year. One can either cover many topics at a more surface level, or cover a few topics in greater depth. Many schools around the state have chronologically split the content of their American History courses; for instance, offering a course such as “U.S. History: Beginnings to Civil War” in the middle grades, followed by a course such as “U.S. History: Reconstruction to Present” in the high school. Advocates for this kind of breakdown argue that only addressing 200 (instead of 400) years of history allows the students to explore the complexities of history in greater depth, so they will have a better understanding of the foundations of the United States when they enter high school.

Before the revision process began, the department asked the public for feedback on the current 2004 social studies standards. Many of the comments advocated for depth over breadth of content in the history standards.¹⁷⁶ These comments included the following, “Depth is more important than breadth;” “Spread U.S. History over 2 years in middle school;” “Narrow the focus of the standards;” “Have fewer standards; make them more broad, not as specific;” “Let us teach CONCEPTS! Students have a hard time remembering when there are so many [facts, dates, people, places];” and “World History is too much; teachers can not cover all of the world history standards. Schools do not have funding to increase the number of social studies courses. Trying to cover so much means that the understanding is a mile wide and only an inch thick.” The public also indicated a desire to reduce redundancy in the standards. This is reflected in comments stating that, “Minnesota History should be taught within the context of U.S. History;” “World War II is taught in both World and U.S. History;” and “American Revolution is taught in both U.S. History and Government.” These sentiments drove the committee to assign content to a specific grade levels, rather than repeating it at multiple grade levels, in an effort to reduce redundancy and provide a more logical scope and sequence.

On the other side of this debate are critics who argue for the necessity of “spiraling” content, so that students have an opportunity to come back to key historical periods or topics in history multiple times throughout K-12, exploring the topic in greater depth each time. Advocates of spiraling argue that if content is strictly divided between grade levels, then students might only be addressing certain topics (like the foundational period of our nation’s history) at a very superficial level in elementary or middle school. They argue that it is imperative that older, more mature high school students have an opportunity to revisit some of these key topics in American history at a time in their lives when they can more adequately grapple with some of the nuances of the development of American government, economy, society, and culture. *The State of U.S. History Standards* report published by the Fordham Foundation explains this position in greater detail:

¹⁷⁶ Comments on the Current 2004 Standards from MDE Online Survey.

“Students’ understanding, sophistication, and attention span increase dramatically between elementary and high school. Yet far too many states—even some with otherwise sound standards—make the fundamental error of splitting all U.S. history standards into a once-through progression across grade levels, so that some periods are only covered in elementary or middle school. California, for instance, despite offering one of the best content outlines in the country, covers the period up to 1850 in fifth grade, from 1800 to 1914 in eighth grade, and 1900 to the present in eleventh grade. While the standards do suggest recapitulation of earlier material at the start of each grade, full coverage of earlier periods is relegated to early grades.

The result is a heavy bias towards the modern period, the only era to receive in-depth treatment while students are in high school; [thus] essential foundational knowledge about the origins of our nation and its democracy is given short shrift. Indiana, also a state with strong content, follows a similar pattern. In Massachusetts, another of the best states, a two-year high school course covers the period from 1763 to the present—but the colonial era is covered only in fifth grade.”¹⁷⁷

In response to the Fordham Institute and other scholars arguing for “spiraling,” the committee decided on a scope and sequence that included the full scope of U.S. History at both the middle and high school levels.

Frameworks for History

Another debate in history education is how to structure the material within a particular grade level. The most traditional approach is to organize the course content into chronological eras. A history teacher might also decide to structure course content by geographic region, teaching about the history of one specific region, followed by a study of the history of another region. This approach is more likely to occur in a world history course than a U.S. history course. A third approach is to organize the course content by themes such as “Demographic Changes” or “War and Diplomacy.”

The NAEP assessment for U.S. history addresses the multiple approaches to the discipline of history by suggesting three main areas that should be part of quality state history standards. These three key components are: 1) Themes in U.S. History, 2) Periods of U.S. History, and 3) Ways of Knowing and Thinking about U.S. History.¹⁷⁸ The committee chose to incorporate these three components into the revised history standards in order to address the multiple curriculum approaches that exist in schools across Minnesota. In the 2011 proposed standards, *Ways of Knowing and Thinking about U.S. History*, is addressed in the historical skills and perspectives standards, Minnesota History Standards 1-5. *Periods of U.S. History* is addressed in Minnesota History standards 15-23. In the absence of a NAEP assessment in World history, the committee largely consulted the *World History for Us All Curriculum* to determine periods of world history and themes in world history. *Periods of World History* are addressed in Minnesota’s History Standards 6-14. *Themes in World History* are not directly called out in the Minnesota History standards, but are embedded within the proposed World history standards.

Although the development trend in history standards across the United States is leaning towards a more thematic approach, the committee ultimately decided to organize the history standards in the more traditional chronological way. There were multiple reasons for this organizational decision. One reason is due to a significant lack of history resources, especially

¹⁷⁷ Stern, et. al., *supra* note 49.

¹⁷⁸ National Assessment for Educational Progress (NAEP), *What Does the NAEP U.S. History Assessment Measure?*, available at: <http://nces.ed.gov/nationsreportcard/ushistory/whatmeasure.asp> (last visited Sept. 18, 2012). Note: NAEP is currently designing the first assessment in world history, but it seems safe to assume that it will follow the same basic structure as that of the U.S. history assessment.

textbooks that are organized by theme. In addition, many assessment tools and other published resources are aligned to chronological eras instead of themes.

The Fordham Institute explains the importance of chronological organization of history standards. They state that “for making history comprehensible and engaging to students, it’s difficult to underscore the importance of telling it chronologically.”¹⁷⁹ Another Fordham report describes that if standards are, “organized according to themes or strands rather than content or chronology, teachers and students fail to grasp why history unfolded as it did.”¹⁸⁰ Thus, the committee opted to organize the revised history standards in chronological order. Even though the history standards are organized into chronological eras, the standards may be addressed in an order within the identified grade levels or high school grade band that best fits the local curriculum and student needs. Thus, if a teacher decided to teach a course thematically, he or she could teach the standards for that grade level or grade band in a sequence that would best fit the themes.

Another issue that arose primarily from the two public comment periods was the lack of contemporary history in the social studies standards. Teachers and other members of the public felt that there were too few standards relating to more recent decades in history. In addition, contemporary history standards may often be dropped at the end of the school year in courses that are required to cover too many history standards. The committee partially addressed this concern by limiting the number of standards and supporting benchmarks assigned to each grade level.

Another way the committee addressed this issue was by developing a solid scope and sequence. In each of the grade levels in which history is the “lead discipline,” the committee worked to carve out adequate space for standards that address the most recent periods in world or U.S. history. Lastly, the committee structured the grade eight standards in such a way as to offer a unique opportunity for students to spend an entire year focusing on the contemporary world since World War II—a period that is too often covered hastily, if at all, in history courses.

Historical Thinking Skills and Perspectives Standards

The first five history standards cover historical thinking skills and perspectives.

History Standard 1: Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

This standard is necessary and reasonable because chronological thinking is one of the primary skills utilized by a historian. Students develop a “sense of history” by understanding a chronological sequence of events and/or eras of major human developments in history. They should be able to use appropriate tools, such as calendars and timelines, to mark the passage of time, identify historical patterns, establish cause and affect relationships, and explain historical causation and change over time.¹⁸¹

¹⁷⁹ Mead, Walter R., *The State of State World History Standards*, Thomas B. Fordham Institute, p. 15 (2006), *available at*: http://www.edexcellencemedia.net/publications/2006/200606_thestateofstateworldhistory/State%20of%20State%20World%20History%20Standards%202006.pdf (last visited Sept. 18, 2012).

¹⁸⁰ Stern, et. al., *supra* note 49.

¹⁸¹ College Board AP, *United States History Course Description*, p.11, *available at*: <http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf> (last visited Sept. 18, 2012).

History Standard 2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Students must model the practices used by historians in the field, including analyzing primary and secondary sources to draw conclusions about past events and time periods. This standard is necessary and reasonable because students need to understand how we construct knowledge of the past, and be well-versed in the process by which we expand our understanding of the past. There are different perspectives and interpretations of historical events. Students should be able to explain issues of the past by examining the issue through the eyes of multiple groups,¹⁸² conducting research in which they ask questions, seeking appropriate sources, constructing meaning of the past, and communicating their findings to a wider audience.

History Standard 3: Historical events have multiple causes and can lead to varied and unintended outcomes.

This standard is necessary and reasonable because students need to understand the contingency of history. When examining a particular historical event, students need to understand the historical context of that event and that a different outcome could have resulted if different ideas had been raised at that time, if different actions had been taken, or if different leaders had emerged.¹⁸³ History is shaped by many factors, and students must understand what those factors are and how they continue to shape the course of events in modern day society.

History Standard 4: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

People in different parts of the world experience similar things in different ways,¹⁸⁴ but also have vastly different experiences that are based on their unique beliefs and world views. In short, people from various cultures are very different from one another, but also share similarities. This standard is necessary and reasonable because students need to understand that there are cultural universals that tie all humans together, as well as qualities that make each cultural group unique and that the interactions between cultures shape historical events.

History Standard 5: History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

Related to standard 3, this standard highlights that history is contingent upon the actors who take part in it. People shape history through their actions, and students should be able to identify the leaders and groups who have had an impact on history. Ordinary people are also engulfed in historical events that they did not initiate, and their individual responses to these events shape their perspectives on the meaning of history in their lives.

New Approach to World History

¹⁸² *What Does the NAEP U.S. History Assessment Measure?*, *supra* note 178. The NAEP standards include “Historical knowledge and perspective....recognizing multiple perspectives and seeing an era or movement through the eyes of different groups,” as an essential way of knowing and thinking about history.

¹⁸³ Conley, *supra* note 63.

¹⁸⁴ *Id.*

World History is a discipline with an almost insurmountable amount of content. The quantity of potential curriculum material is often the subject of debate within the history community. The following exchange that took place between two committee members, a geography teacher and a world history teacher, illustrates this issue well: The geography teacher lamented that he is “expected to teach kids about the whole world.” The world history teacher replied that in world history he is “expected to teach kids about the entire world throughout all of time!” Since the inception of world history as a distinct discipline in the 1970s, scholars have grappled with how best to deal with the sheer volume of content in world history, as well as to try to define what is most essential about the discipline. The Fordham Institute states, “to teach is to choose, and in no subject are there more curricular choices than in world history. But choose we must, for students cannot possibly learn everything they might benefit from knowing about this subject in the few years that schools dedicate to its study. Most states offer just one year of world history at the secondary level. But even those that require two years cannot begin to provide a full course of study.”¹⁸⁵

Educators have taken varied approaches to sifting and winnowing the content in world history. The more traditional approach is to focus on the development of Western Civilization, including the history and the development of the important western ideas that have shaped the United States and American culture. Social studies scholar Ross Dunn explains this approach: “Aim principally to transfer Western political, intellectual, and cultural ideals to the rising generation in order to strengthen their loyalty to the United States as an ongoing experiment in democracy and capitalist enterprise.”¹⁸⁶ He further states that “this approach focuses primarily on American and European history, but would also include the study of a few non-Western cultures. Thus, this approach does not advocate for the exclusive study of European civilization and the Mediterranean ancestors, but does focus on “... the achievements, attributes, and differences of named cultures.”¹⁸⁷

A second approach to world history is characterized by educators who focus on “multicultural tolerance, empathy as opposed to rigid moral judgment, critical study of contemporary international issues, and inclusion in the curriculum a variety of past civilizations.”¹⁸⁸ This approach argues for a more balanced introduction to multiple civilizations across the globe and across various time periods. Students typically embark upon an in-depth study of a specific region of the world, and then apply that knowledge to another culture.¹⁸⁹ According to the Fordham Institute “the rise of Asia, the deep American involvement in the Middle East, the decreased chance that European conflicts will lead to global wars, and the disappearance of communism as a major ideological and political danger to the United States all counsel a shift in American world history curricula away from modern European history.”¹⁹⁰

Both of the above approaches to world history have their limitations. Instead of choosing one approach over the other, the committee elected to move toward a third approach emphasizing broad patterns and interactions across time and place. Dunn argues that an attempt to cover many cultures in world history still means that the emphasis is on the developments within one civilization, instead of emphasizing the connections across cultures.¹⁹¹ Dunn further states that “... the history of connections and interactions among human societies, patterns of change that cut across and transcend particular countries or civilizations, studies of societies in world-scale contexts, and comparisons of historical phenomenon in different parts of the world.” He further states that there is a “generation of scholarship that has demonstrated the powerful effects of trans-regional and global historical processes such as large-scale

¹⁸⁵ Mead, *supra* note 179 at p. 16.

¹⁸⁶ Dunn, Ross E., *The Two World Histories*, *Social Education* 72 (5), p. 258 (2008), available at: <http://www.socialstudies.org/system/files/TheTwoWorldHist.pdf> (last visited Sept. 18, 2012).

¹⁸⁷ *Id.* at p. 260.

¹⁸⁸ Dunn, *supra* note 186.

¹⁸⁹ NCSS, *supra* note 74.

¹⁹⁰ Mead, *supra* note 179 at p. 17.

¹⁹¹ Dunn, *supra* note 186.

migrations, cross-cultural trade, biological diffusion, technological transfers, and cultural exchanges in world history.”¹⁹² This decision was informed by a gap analysis¹⁹³ which compared Minnesota’s 2004 history standards to other state history standards, national history standards, and other guiding documents, as well as by the recommendations of the Partnership for 21st Century Schools to better develop global literacy in today’s students. Minnesota’s revised world history standards also follow the recommendations of the National Council of Social Studies position statement on global education which emphasizes, “... that human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, [and] multi-ethnic interactions.”¹⁹⁴ Globalization is considered a historical process that has taken place over many millennia, instead of something that is characteristic of just the past century.

The revision process provided an opportunity for the committee to develop standards that not only focus on the larger trends and patterns in world history, but also to ensure that all Minnesota students can see how their personal heritage contributes to the larger story of world history. One committee member reviewed the 2004 Minnesota standards for world history and identified the frequency with which Minnesota students were learning about different regions of the world. His findings were that 21 percent of the world history standards related to the Americas, 18 percent related to Africa, 25 percent related to Asia, and 36 percent of the world history standards related to Europe. In addition, his review found that students were only learning about the more contemporary period in world history (1750-present) in high school. Finally, he concluded that students were studying topics related to Asia almost exclusively in high school, and learning very little about Asia in elementary or middle school.¹⁹⁵ It is important to note that the World History scholars argue that World History is not a regionally balanced course that gives equal instruction time to every region of the world. However, the committee was mindful of not overly emphasizing European history at the expense of studying important regions like China; or of neglecting the modern period in World History.

Minnesota’s demographics have changed dramatically in the last 30 years. Minnesota has the second highest Hmong population in the United States, and the Twin Cities are home to the largest urban settlement of Somalis in the country. In addition, Minnesota has a significant and growing Latino population. The Fordham Institute states that in addition to spending more time studying China, “greater attention also should be paid to Latin America, especially Mexico. Today’s students will be critical players in working out the terms of accommodation and assimilation between Latin-American culture and Anglo-American culture.”¹⁹⁶ The report goes on to say that “world history curricula must now prepare American students to understand the roles of Latin America and the Caribbean, as well as the Anglo elements, in shaping the present and future of U.S. society.”¹⁹⁷ Thus, the committee revised the world history standards to reflect a broader, more global approach to the discipline, and to be more representative of multiple cultures represented in the U.S. and throughout time.

¹⁹² Dunn, *supra* note 186 at p. 260.

¹⁹³ Priorities list for World History from gap analysis, *supra* note 116. Recommendations changes to 2011 standards proposed at the February 8, 2011 meeting of the Social Studies Standards Review Committee: 1) Shift to global perspective; 2) consistency in chronology and theme (coherency); 3) Understands global trends, long term changes, and re-occurring patterns; 4) Elementary curriculum starts with family, moves to community, then state, followed by nation, and finally world; 5) Integration of other SS disciplines in WH standards; and 6) More WH content throughout k12 curriculum.

¹⁹⁴ NCSS, *supra* note 74.

¹⁹⁵ Skemp, Charlie, *Review of 2004 Minnesota World History Standards* (February, 2011).

¹⁹⁶ Mead, *supra* note 179 at p. 17.

¹⁹⁷ *Id.*

More World History in the Elementary Years

As previously discussed, the gap analysis conducted by the committee revealed that the Minnesota history standards could better expose students to history at the early grades, which would allow for greater depth of study at upper levels. The Fordham Foundation suggests that states should, "...bring specific United States and world history into their early elementary standards." The report goes on to say that, "most states wait to bring in U.S. history specifically at grade four and world history specifically at grade five. And, in too many instances, world history is included in the context of U.S. history only. Ultimately, this means students learn about other nations through U.S. exploration (e.g., Christopher Columbus and Spain) or through conflicts (e.g., Japan's role in World War II, U.S. and Vietnam during the Vietnam War)." ¹⁹⁸ Based on these recommendations, the committee developed standards for grade three in which students are examining ancient civilization through a global lens.

During the Expert Review Period (described in greater detail earlier in the rule by rule analysis section of this document) reviewers were specifically asked whether world history or material related to global cultures would be appropriate or comprehensible to students at the elementary level. Alfred Andrea, an expert reviewer and president of the World History Association, responded that after consulting with two experts in field of elementary education and child psychology, he had concluded that, "children at this age MUST be exposed to a world beyond their parochial boundaries. To deny them this exposure is to deny them a stimulus that is necessary to their developing sense of self within the world." In addition, Andrea stated that "... we must begin opening young minds to this broad and complex world as soon as possible. Without this stimulus, they will be at a disadvantage farther down the line."¹⁹⁹ Similarly, the State of World History Standards, a report published by the Fordham Institute, asserts that, "the standards should also provide enough treatment of non-Western cultures and accomplishments, especially in the early grades, that students are not at risk of concluding that only some peoples and some regions have had important histories or made significant contributions to overall human progress."²⁰⁰

World History Standards

As discussed earlier in the SONAR, the anchor standards for world and U.S. history are written in a different way than the anchor standards in citizenship and government, economics, or geography. Unlike the other three disciplines, in which the non-skill based standards focus on descriptions of the learning goals related to specific concepts, the non-skill based anchor standards in world and U.S. history are descriptions of eras in history.

History standards six through 14 cover world history.

History Standard 6: The student will understand that environmental changes and human adaptation enabled human migration from Africa to other regions of the world between 200,000 and 8000 BCE.

This standard addresses the beginnings of human history. Although this is a period in history that we know relatively little about, it is a critical period for students to understand. During this time period Homo sapiens first appeared on the earth, marking the beginning of human society.

¹⁹⁸ American Federation of Teachers (AFT), *Sizing Up State Standards*, p. 6 (2008), available at: <http://www.aft.org/pdfs/teachers/sizingupstandards0308.pdf> (last visited Sept. 18, 2012).

¹⁹⁹ Email from Alfred Andrea, expert reviewer and president of the World History Association, to Kate Stower and Beth Aune, dated April 21, 2011.

²⁰⁰ Mead, *supra* note 179.

Early man lived together in communities, made works of art, undertook rituals like burying the dead, and began to develop an array of stone tools that aided in agriculture in the subsequent era. In addition, this time period brought large scale migration of human settlements. This standard is necessary and reasonable because it represents the longest period of time that man has existed, and students need to understand the new technologies, and cultural and biological changes that took place during this era in order to understand how human societies flourished in later millennia.

History Standard 7: The student will understand that the emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects between 8000 and 2000 BCE.

This standard addresses early civilizations and the emergence of pastoral peoples. During this period of roughly 6,000 years, man made significant strides that set the stage for more sophisticated societies of the future. “We may define farming as a set of interrelated activities that increase the production of those resources that humans can use, such as cattle, grain, or flax, and reduce the production of things humans cannot use, such as weeds or pests...” but “the emergence of societies based on agriculture, what we call agrarian societies, involved a complex interplay of plants, animals, topography, climate, and weather with human tools, techniques, social habits, and cultural understandings.”²⁰¹ This standard is necessary and reasonable because students need to understand the dramatic changes brought about by domestication and agriculture that allowed human societies to thrive in a given environment and which spurred, greater population density and massive population increase. Although the date range varies among different sets of standards and guiding documents they all generally -focus on the developments of agriculture and domestication in places such as Mesopotamia, Egypt, and the Indus Valley during this time period, and the resulting migrations, militarization, and other social, political, and cultural developments.²⁰² Thus, the review committee decided to keep this standard broad to cover this wide range of important historical aspects.

History Standard 8: The student will understand that the development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems between 2000 and 600 BCE.

This standard addresses a period of classical traditions, belief systems and giant empires. This was a time of great change for human society. Cities appeared, larger areas were consolidated underneath a single governing authority, systems of taxation were developed, and extensive networks were created that connected these different societies. “Interregional systems of communication allowed goods, technologies, and ideas to move, sometimes thousands of miles. Interlocking networks of roads, trails, and sea lanes connected almost all parts of Afro-Eurasia and, in the Americas, extensive areas of Mesoamerica and the Andean mountain spine of South America. Among the ideas transmitted along these routes were new belief systems, which invited peoples of differing languages and cultural traditions to share common standards of morality and trust.”²⁰³ The report titled “*The State of State World History Standards*,” states that “the ancient Mediterranean world ... is the seedbed of three great world religions—Judaism, Christianity, and Islam—that continue to play a vital role in international

²⁰¹ World History For Us All curriculum, *Big Era Three-Farming and the Emergence of Complex Societies: 10,000-1000B CE*, available at: <http://worldhistoryforusall.sdsu.edu/eras/era3.php> (last visited Sept. 19, 2012).

²⁰² *Id.*; and McREL, *World History Standards Era 2 - Early Civilizations and the Rise of Pastoral Peoples: 4000-1000 BCE*, available at: <http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6> (last visited Sept. 19, 2012).

²⁰³ World History For Us All curriculum, *Big Era Four-Expanding Networks of Exchange and Encounter: 1200 BCE to 500 CE*, available at: <http://worldhistoryforusall.sdsu.edu/eras/era4.php> (last visited Sept. 19, 2012).

politics.”²⁰⁴ The McREL world history standards ask students to know not only about the Mediterranean, but also the development of complex societies in China and India.²⁰⁵ This standard is necessary and reasonable because students need to understand the development of large empires and major world religions that continue to be relevant in today’s world. Students must also understand the process of cultural diffusion that began during this time and continues to be more and more prevalent as the world becomes increasingly globally connected.

History Standard 9: The student will understand that hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multiethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population between 600 and 1450.

This standard addresses post-classical and medieval civilizations as well as expanding zones of exchange. From the development of the Silk Road and other major arteries of communication and trade, this era saw further connection of societies and the beginning of patterns of interregional unity²⁰⁶ or hemispheric networks. Great centers of civilization arose in Mesoamerica and South America. During this time China was a leading economic power, and Islamic civilization began to spread and have significant influence over parts of Afro-Eurasia. Europe experienced a period of population decline and a re-definition of the political, economic, and social landscape. The Mongolian Empire flourished and Sub-Saharan Africa experienced the development of states and trade networks. This standard is necessary and reasonable because students must understand that all over the world, there were increasing encounters that shaped societies and established new sources of power.

History Standard 10: The student will understand that new connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power between 1450 and 1750.

This standard addresses the emergence of the first Global Age and provides an opportunity for students to explore the force of European societies during this time period. The Fordham Foundation emphasizes that Great Britain played a key role in the “rise of liberal politics and civil society, which are so vital to the American story as well as “the primary force in developing the global economic and political system, which plays a leading role in American lives and U.S. foreign policy today. “Globalization” is a process that shapes American and world politics and economics more than ever; the history of the British system and British Empire is the best possible introduction to this vital topic...”²⁰⁷

²⁰⁴ Mead, *supra* note 179 at p. 16.

²⁰⁵ McREL, *World History Standards Era 3 - Classical Traditions, Major Religions, and Giant Empires: 1000 BCE-300 CE*, available at: <http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6> (last visited Sept. 19, 2012). See McREL Standards 7, 8, 9, 10, and 11: 7) Understands technological and cultural innovation and change from 1000 to 600 BCE; 8) Understands how Aegean civilization emerged and how interrelations developed among peoples of the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE; 9) Understand how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE; 10) Understands how early agrarian civilizations arose in Mesoamerica; and 11) Understands major global trends from 1000 BCE to 300 CE.

²⁰⁶ World History For Us All curriculum, *Big Era Five Patterns of Interregional Unity: 300 - 1500 CE*, available at: <http://worldhistoryforusall.sdsu.edu/shared/units.php> (last visited Sept. 19, 2012).

²⁰⁷ Mead, *supra* note 179 at p. 16-17.

However, students must also study important developments in Asia, Africa and the Americas during this time, since the interlinking of the hemispheres brought dramatic changes to the politics, society, and culture of these areas of the world. McREL asks that students understand “the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750” and also “transformations in Asian societies in the era of European expansion.”²⁰⁸ This standard is necessary and reasonable because students need to understand this key period of development in human history when the Eastern and Western Hemisphere were joined for the first time in a truly global network, the impact that this transoceanic interlinking had on individual cultures all over the world, and the development of European nations as dominant world powers with large territorial empires during this time.

History Standard 11: The student will understand that industrialization ushered in widespread population growth and migration, new colonial empires, and revolutionary ideas about government and political power between 1750 and 1922.

This standard addresses an era where industrialization was the major development. *The World History For Us All*²⁰⁹ curriculum titles this era, “Industrialization and Its Consequences: 1750 - 1914 CE.”²¹⁰ During this time period significant changes in technology led to industrial growth, and agriculture experienced great change from the utilization of new technologies and farming techniques. By contrast, the McREL world history standards focus on the political repercussions of industrialization, and call this the “Age of Revolutions.”²¹¹ This standard is necessary and reasonable because students must understand the important process of industrialization and the widespread impact that it had on societies across the globe. Furthermore, students need to understand the “patterns of global change in the era of Western military and economic dominance from 1800 to 1914”²¹² and the social and political forces that prompted political revolutions and nation-building across the globe.

History Standard 12: The student will understand that a rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement between 1900 and 1950.

The early twentieth century introduces students to a period of great paradox in world history. Great progress and achievement occurred at the same time that the world was fraught with devastation due to world wars and economic depression. As the global system dominated by large European empires came to an end, non-European powers such as the United States, Japan, and the Soviet Union began to challenge European dominance. “Early in the twentieth century, rapid economic and technological change, increasing competition among powerful states, and resistance to European domination worked together to destabilize the world system. Underlying tensions and weaknesses led to a series of crises that altered the world ...”²¹³ This standard is necessary and reasonable because students need to understand the causes and consequences of this period of destabilization and reorganization of the world system, and the

²⁰⁸ McREL, *World History Standards*, available at: <http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6> (last visited Sept. 19, 2012).

²⁰⁹ *World History for Us All curriculum*, *supra* note 47.

²¹⁰ *World History for Us All curriculum, Teaching Units: Organization and Index*, available at: <http://worldhistoryforusall.sdsu.edu/shared/units.php> (last visited Sept. 19, 2012).

²¹¹ McREL, *World History Standards*, *supra* note 208.

²¹² McREL, *World History Standards*, *supra* note 208.

²¹³ *World History For Us All curriculum, Big Era Eight: A Half Century of Crisis: 1900-1950 CE*, available at: <http://worldhistoryforusall.sdsu.edu/eras/era8.php> (last visited Sept. 19, 2012).

disparities among nations resulting from inconsistent patterns of industrialization throughout the world.

History Standard 13. The student will understand that 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 between 1950 and 1989.

This standard examines the world after World War II. The period of world history from 1950-1989 was dominated by a new global balance of power brought about by the end of European empires in Africa and Asia and the rise of two competing superpowers: the United States and the Soviet Union. This standard is necessary and reasonable because although this period was relatively brief in world history, students need to understand the differing ideological and political belief systems that drove world events during this time and which continue to have an impact on nations today.

History Standard 14. The student will understand that globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict between 1989 and the present.

This standard addresses the Post-Cold War World, often called the New Global Era. This time period is characterized by tremendous population growth, economic development, and increased interaction across the globe thanks to new methods of communication and transportation, and greater wealth. However, this “progress” has also been accompanied by greater disparity between wealthy and poor nations, nationalist surges in certain areas of the world, more energy use than ever before, and widespread environmental degradation. The *World History For Us All* curriculum states:

“In sum, the world has become increasingly contradictory and paradoxical. For some, rapid economic growth and globalization have offered opportunities. For others they have meant the destruction of cherished life ways and ancient traditions. While many people got wealthier, many more experienced declining standards of living, nutrition, and health. The varied and often contradictory impact of change explains why [this era] has been an era of constant military, political, and cultural conflict.”²¹⁴

This standard is necessary and reasonable because students need to understand this latest period of world history that has laid the foundation for the world we live in today.

U.S. History Standards

U.S. history is essential for grounding students in the historical legacy of which they are a part, and preparing them to continue on as active citizens. Chester Finn of the Fordham Foundation stated, “it is essential for all Americans—whether they are college-bound or not—to graduate from high school with a clear understanding of our nation’s rich history. After all, only history can provide the intellectual context on which our democracy depends for its survival. Only history can provide young Americans with an understanding of the values and traditions which unite us in spite of persistent divisions and tensions. And only history can enable students to understand how hard our predecessors fought for advances such as free speech, religious tolerance, the right to vote, minorities’ and women’s rights,

²¹⁴ World History For Us All curriculum, *Big Era Nine: Paradoxes of Global Acceleration: 1945-Present*, available at: <http://worldhistoryforusall.sdsu.edu/eras/era9.php> (last visited Sept. 19, 2012).

and constitutional restraints on government power—advances that were daring and radical in their time, even if we now take them for granted.”²¹⁵

Like the anchor standards in world history, Minnesota’s standards in U.S. history are written as descriptions of an era in history. The eras in Minnesota’s U.S. history standards roughly follow the time periods designated in the NAEP assessment;²¹⁶ McREL Compendium of Standards for U.S. History²¹⁷ World History,²¹⁸ K-4 History,²¹⁹ and Historical Understandings;²²⁰ the Voluntary National History Standards in U.S. History, and other model state standards.

Standards 15 through 23 relate to U.S. history.

History Standard 15. The student will understand that, before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent.

This standard focuses student learning on the complex indigenous societies that existed in the Americas before European explorers arrived. Such knowledge is foundational to helping students understand the long history of the Anishinabe and Dakota in Minnesota. This standard is necessary and reasonable because it provides students with the background on the broad range of societies that flourished in what was to eventually become the United States. Historians vary somewhat in the dates they use to identify the earliest period in American history is identified. In the NAEP U.S. History assessment, the first period is called “Beginnings to 1607.”²²¹ The standards review committee did not put a specific date range in this standard because, contact between the original inhabitants of the Americas and Europeans occurred at different times in different parts of North America.

History Standard 16. The student will understand that rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government between 1585 and 1763.

This standard addresses a time period of early exploration, colonization, settlement and conflict.²²² This standard is necessary and reasonable because students need to understand the social, economic, and political underpinnings of what would become the United States of America. This was also a period of tremendous activity as European nations competed to

²¹⁵ Stern, *supra* note 49 at p. 11.

²¹⁶ NAEP, *What Does the NAEP History Assessment Measure?*, *supra* note 178.

²¹⁷ McREL, *U.S. History Standards*, available <http://www2mcrel.org/compendium/SubjectTopics.asp?SubjectID=5> (last visited Sept. 19, 2012).

²¹⁸ McREL, *World History Standards*, *supra* note 208.

²¹⁹ McREL, *U.S. History Standards for Grades K-4*, available at: <http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=4> (last visited Sept. 19, 2012).

²²⁰ McREL, *Standards for Historical Understandings*, available at: <http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=3> (last visited Sept. 19, 2012).

²²¹ NAEP, *What Does the NAEP U.S. History Assessments Measure?*, *supra* note 178.

²²² Board of Education, Commonwealth of Virginia, *History and Social Science Standards of Learning for Virginia Public Schools*, p. 9 and 12 (Exploration to Revolution: Pre-Columbian Times to the 1770s; Colonization and Conflict: 1607 Through the American Revolution) (January 2008) available at: http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_all_history.pdf (last visited Sept. 19, 2012).

explore and settle the New World, bringing unique ideas that would shape the development of regional societies that were sometimes quite different from one another. The establishment of settlements and colonies in this area disrupted indigenous life and led to the rapid rise of a slave economy--both would have long-term effects on the development of American society. The Advanced Placement curriculum for U.S. history includes multiple topics related to this period, including "Transatlantic Encounters and Colonial Beginnings, 1492–1690" and "Colonial North America, 1690–1754."²²³ Although the date range varies a bit, the Minnesota standards are in line with the A.P. History topics, other state history standards, guiding documents that address the period of exploration and colonization leading up to the American Revolution.

History Standard 17. The student will understand that the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty between 1754 and 1800.

This standard addresses the great impact of the American Revolution and the creation of a new American nation. This standard is necessary and reasonable because it provides the context for the establishment of an independent United States of America, and the historical development of a new nation based on a unique set of American ideals and principles. These history topics will be addressed multiple times throughout a Minnesota student's K-12 educational career. Once again, the date ranges for this period in the chronology of American history varies among guiding documents. However, Minnesota standards, the NAEP assessment, and many other state standards including those from Virginia and Massachusetts, focus this period on the events leading up to the American Revolution war, the course of the war, and its aftermath.²²⁴ The standards committee chose to extend this period to 1800 in the Minnesota standards, in order to include the important events surrounding the development of the Constitution, as well as other key political debates in the early years of the republic.

History Standard 18. The student will understand that economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements between 1792 and 1861.

This standard addresses the time period of expansion and reform in the United States. Although this standard overlaps in time with the previous standard, this standard focuses less on the immediate impact of the Revolution (covered in standard 17), and more on the long-term development of American society, government, and economy in the nation's first half century of existence. Beginning with the Louisiana Purchase in 1803, this period was marked by significant territorial expansion into the lands of American Indian nations that were also claimed by European powers or part of Mexico. As the United States expanded its land area, agricultural and industrial growth followed, fueling an economy increasingly supported by immigrant and slave labor and the movement of settlers into the new territories. These changes highlighted social and political inequalities in American society. Reform movements emerged to challenge these inequalities, and the role of religion took on new importance in addressing social change. This standard is necessary and reasonable because students need to understand the development of the early United States, including the lasting legacy of territorial growth, rapid

²²³ College Board AP, *supra* note 181 at p. 7.

²²⁴ *What Does the NAEP U.S. History Assessments Measure?*, *supra* note 178; Board of Education, Commonwealth of Virginia, *supra* note 222 at p. 12; and Massachusetts Department of Education, *Massachusetts History and Social Science Curriculum Framework*, p. 69 (February 2003), available at: <http://www.doe.mass.edu/frameworks/hss/final.pdf> (last visited Sept. 19, 2012).

economic growth and technological change, and social reform. The political and ethical debates that led to the Civil War are largely left to the subsequent standard, Minnesota History standard 19.

History Standard 19. The student will understand that regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations between 1850 and 1877.

This standard is necessary and reasonable because Minnesota students must understand how the Civil War tested the limits of the American republic and was a crucial turning point in American history. They must also be able to identify the lasting impacts of the war on the American economy, state and national politics, and sectional culture. This conflict had widespread impact on American society because it involved people from all geographic regions, and over 2percent of the American population died in the Civil War.²²⁵ James McPherson, Historian and Pulitzer Prize winning author of *Battle Cry Freedom* has said of the Civil War that, "Even though the war resolved the issues of Union and slavery, it didn't entirely resolve the issues that underlay those two questions. These issues are still important in American society today: regionalism, resentment of centralized government, debates about how powerful the national government ought to be and what role it ought to play in people's lives." The Civil War and period of Reconstruction resulted in a reunified nation, but the issues that spurred the war and the Constitutional amendments that were adopted during Reconstruction are still very relevant to people in today's society.

History Standard 20. The student will understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform between 1870 and 1920.

The half century following the Civil War produced unprecedented economic growth as Americans recovered from the trauma of war and the nation grew into a global economic and military power. This standard is necessary and reasonable because students should have a solid grasp of the forces that drove development during this crucial period in American history, the social problems that resulted, and how government and reform movements sought to address these issues. This was a time of modernization, immigration, urbanization, and industrialization. The United States population expanded into lands that were now opened by new modes of transportation and technology, and the nation became more involved in world affairs. However, not all Americans enjoyed the freedoms they have today, and this period of American history was characterized by the tension between progress and equality, as not all people had equal access to the fruits of progress or the ability to fully participate in the democratic process.

²²⁵ The Public Broadcasting System, *Civil War Fact Sheet*, available at <http://www.pbs.org/civilwar/war/facts.html> (last visited Sept. 19, 2012).

History Standard 21. The student will understand that the economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence between 1920 and 1945.

In the first half of the twentieth century, economic prosperity and the flourishing of American cultural expression gave way to severe economic depression and military crises in Europe and the Pacific. This standard is necessary and reasonable because it provides students with an opportunity to examine how the United States dealt with crisis at home and abroad during a particularly challenging time in our nation's history. Two World Wars led the United States to embrace an emerging role as a world leader and defender of democratic ideals. The Great Depression saw the increased role of government in the economy, as well as the efforts of American women, union workers, African-Americans and other minority groups to secure their economic and civil rights.

History Standard 22. The student will understand that post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples between 1945 and 1989.

In the aftermath of the Second World War, the United States experienced a strange dichotomy: significant economic growth and prosperity was accompanied by political and social discontent at home while a dangerous "Cold War" embroiled the U.S. in political and military entanglements around the world. Massachusetts has two separate standards that address these two different aspects of this era: one that reads: "Economic Growth and Optimism, Anticommunism, and Reform, 1945-1990,"²²⁶ and another standard on The Cold War Abroad, 1945-1989."²²⁷ These were defining years in our nation's history, as the American economy produced wealth and prosperity for its citizens, especially the emerging middle class. However, lingering discrimination led multiple groups of people to step forward and assert their rights and address inequality in American society. The Civil Rights Movement and other protest movements contrasted with a foreign policy that promoted the universal values of American democracy in Cold War struggles against communism in Europe, Africa, South America, Central America and Southeast Asia.

History Standard 23. The student will understand that the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world between 1980 and the present.

The last two decades of the 20th century saw the Cold War give way to new forms of international stability and global interdependence, as well as the rise of global terrorism. The Advanced Placement curriculum focuses attention on political events in this last era of U.S. history, including topics such as, "Globalization and the American economy," "Unilateralism vs. multilateralism in foreign policy," "Domestic and foreign terrorism," and "Environmental issues in a global context."²²⁸ The contemporary United States continues to address some of the same fundamental questions that our forefathers grappled with centuries ago. This standard is necessary and reasonable because students need to recognize how different views on the

²²⁶ Massachusetts Department of Education, *supra* note 224 at p. 80.

²²⁷ *Id.* at p.79.

²²⁸ College Board AP, *supra* note 181 at p. 11.

meanings of American history, the founding principles of the nation, and America's role in the world continue to shape the development of our nation.

Focus of K-12 Social Studies Standards

The following are brief summaries of the standards in each of the primary grades, intermediate and middle school grades, and high school. This section describes the overall vision for the social studies standards in K-12, including the progression of learning in each grade and sequencing of the disciplines. Following this section, the SONAR will set out the proposed social studies standards as they will appear codified in Minnesota Rule.

Focus of K-3: Elementary Grades

Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. The standards in kindergarten through grade three introduce students to the four core social studies disciplines of civics and government, economics, geography, and history and ask students to master fundamental understandings in each of these disciplines. By applying basic concepts in each discipline to complex communities and environments near and far, students begin to understand the social, economic, geographic and political aspects of life in one's classroom, community, state, nation, and the world beyond, in both current and distant times.

In addition to learning key concepts, students begin to apply essential skills in each of the four disciplines including civics skills, economic reasoning skills, geospatial skills, and historical thinking skills. Students learn about America's civic identity and demonstrate ways for citizens to participate in civic life. They develop an understanding of the purpose, functions, and services provided by government, and basic principles of American Democracy like "shared and separated powers." They explore the United States' common heritage and diverse roots, and begin to understand how cultures differ from one another and how they are the same. Students use these skills to develop an understanding of basic economic concepts related to scarcity, costs and benefits, and opportunity costs--key concepts in any decision making process. They examine the economic forces that influence interactions among individuals in a community. Students in the elementary grades use geographical and historical tools to explore the characteristics of various places and times, and begin to understand how resources and the physical environment influence the distribution of people around the world. Using this knowledge, students can better understand how geographic factors, technology and individual and group actions have shaped history. Lastly, as discussed earlier in this SONAR, there was a conscious effort to bring more world history content into elementary grades, especially at grade three. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts.

Focus of 4-5: Intermediate Grades

In grades four through eight, students are introduced to a more disciplinary focus with a "lead" discipline identified for each grade. The lead discipline frames the social studies for that grade level, but core concepts from the other three disciplines, or "supporting disciplines," provide complementary perspectives that promote an integrated understanding of the content. Although there are designated lead and supporting disciplines, the importance of integration should be emphasized: One cannot truly understand history content, for example, without considering the relevant economic, political and geographic factors. The committee discussed the breakdown of "lead discipline" versus "supporting disciplines" and many options were considered. Ultimately, the committee settled on the following as a rough target for content in the middle grades: lead discipline (40 percent), supporting discipline

providing secondary emphasis (20 percent), other supporting discipline (10 percent), and other supporting discipline (10 percent). The lead discipline for each grade level is described below as it applies.

In grades four and five, students focus on a geographic region that they should have some familiarity with: North America. In these two intermediate years, they begin to immerse themselves in “thinking like a geographer” or “thinking like a historian”-- using the tools, dispositions, and approaches that would be utilized by experts in these fields.

In grade four, students focus on the *Geography of North America*. The lead discipline is geography, but the standards in the supporting disciplines of Citizenship & Government, Economics, and History all lend themselves to developing a better understanding of North America’s physical and cultural landscape. Students learn to use geographic tools to describe physical and human characteristics of places, and patterns and trends of population, resource use, and settlement in the United States, Canada and Mexico. They study the modern regions of the United States, and gain a solid understanding of agriculture, environment, and land use in different regions of the country.

In grade five, students study the *History of North America (up to 1800)*. The lead discipline is history, but there is also a strong emphasis on Citizenship and Government, and the grade level standards in the supporting disciplines of economics and geography support this focus. The goal in grade five is for students to build a strong understanding of the complex societies that existed before 1500 as well as the beginnings of the United States, including the Revolutionary War period and the development of the Constitution and the Bill of Rights. In addition, students will build an understanding of the founding principles of American Democracy, including the Declaration of Independence.

Focus of 6-8: Middle School Grades

In the intermediate grades students build a foundation of understanding our state, nation, and world. In the middle school grades the context for learning moves from local to global, as students embark upon interdisciplinary study of Minnesota Studies, U.S. Studies and Global Studies.

In the intermediate and middle grades students also begin to focus more on a specific discipline, which provides a smooth transition from the general social studies approach of elementary school to the discipline-specific courses that most high schools offer for social studies. Middle school students offer a unique set of opportunities and challenges, and the committee recognized that discipline-specific courses like those offered in most high schools are simply not best practice for middle school. The committee experimented with a model for grades six through eight that would include a dedicated semester in grade eight for Economics and Citizenship and Government. As Jane Lopus and Mark Schug argue in their 2008 article, “Students learn more economics in formal economics courses than when the content is infused in other courses.”²²⁹ However, when this version was posted for public comments, the feedback was largely in opposition to such an approach. Teachers and others who made comments during the first public comment period argued that students need to see the interdisciplinary nature of the social studies, instead of having discipline-specific units of study in middle school.

Thus, while these revised social studies standards in the middle grades offer a focus on one particular discipline for each grade, they still emphasize the integrated approach to “social studies.” A more integrated approach to social studies is in line with middle school philosophy that argues for courses of study in which students see the integration of content from different subjects and disciplines, instead of learning concepts in isolation from related topics in other disciplines or subject areas. For example, in

²²⁹ Lopus, et al., *supra* note 126.

grade six, the “lead discipline” is history, so students focus their study on the historical content of Minnesota, and conduct historical inquiry on various topics in Minnesota history. However, the other three disciplines act as “supporting disciplines” and provide content and skills that promote an integrated understanding of the Minnesota history content. Students also study civic and economics principles and draw connections to historical content in an effort to better explain the impact of various policies on how people have lived, worked, and functioned in Minnesota throughout time. Throughout the year, students are creating and using detailed maps of places in Minnesota that also enhance their understanding of this state and its history. A similar model will be followed in grade seven, with History as the lead discipline, and grade eight with Geography as the lead discipline.

Scope and Sequence of Grades 6-8

The sequence of content in grades 6 through 8 required careful consideration and much consultation with experts, scholarly research, and public input. In Minnesota there is not one widely used sequence for social studies instruction throughout the state. The Center for Social Studies education²³⁰ conducted an informal survey in December of 2010 and January of 2011, just before the standards revision process began, and found some general trends, such as the offering of U.S. history in 5th, 7th, and 10th grades, and Minnesota history in grade six. However, there were also a significant number of districts represented in the survey that did not follow this pattern. After much consideration and several different versions of a middle school sequence, the committee ultimately decided upon the following scope and sequence.

Beginning with *Minnesota Studies* in grade six, students learn about state history and government and Minnesota’s role within the larger context of the country. As mentioned above, the “lead discipline” for grade six is history. Grade six varies from one district to the next, with some districts placing grade six within an elementary school where there is limited instruction time given to social studies. On the flip side, some districts offer grade six within a middle school model that includes a dedicated class period of 45-60 minutes for social studies. Due to the variation in time devoted to social studies across the state, it was impossible to create a set of standards that would fit both models. The committee decided to develop an appropriate number of standards for delivery in a middle school model with a dedicated class period for social studies because it was necessary to promote a rigorous course of study beginning in grade six and continuing through the middle grades.

In grade seven, students move to *United States Studies*, in which they study the history of the United States and its government from 1800 to contemporary times. Students essentially pick up where they left off at the end of grade five, at the year 1800. Once again, students are encouraged to place events in a more global context—this time making connections between events that transpired in the United States and phenomena in other places in the world. Similar to grade six, grade seven features history as the lead discipline with a strong secondary emphasis on citizenship and government. Students in grade seven also examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure.

Combination of Geographic Approach and Historical Approach in Grade eight

As discussed above the content in the discipline of World history can be framed in at least three different ways, including a geographic (spatial) approach, a historical (chronological) approach, or a thematic approach. The committee spent many months considering these different options. The committee developed a matrix that combined the spatial and chronological approaches, rotating

²³⁰ Minnesota Center for Social Studies Education website, *available at*: <http://csse.mnhs.org/standards> (last visited Sept. 19, 2012).

through a different region of the world and a different time period in each unit. For example, students might begin their study with an introductory unit focusing on the beginnings of early man in Africa south of the Sahara (200,000 BCE to 8000 BCE) and then also look at characteristics, trends, and patterns in the modern geographical region of Africa South of the Sahara. Students' next unit would focus on the time period from 8000 BCE to 2000 BCE, with the development of early civilizations in Egypt and Mesopotamia, as well as a geographical study of modern-day Southwest Asia and North Africa. The idea of this matrix is that it is impossible to adequately address all regions of the world throughout every time period, so the standards would identify one historical period to study in conjunction with a the corresponding modern-day geographic region. This matrix was one of several attempts to rectify the inherent tension between a geographic way of thinking (spatial orientation) and a historic way of thinking (chronological orientation). Repeatedly, the committee would attempt to develop a solution that might merge these two approaches to world study, only to receive feedback that there was still simply too much content to realistically cover in one year of middle school.

After many versions of grade eight Global Studies, the committee ultimately settled on a model for grade eight in which geography would be the lead discipline, but there would be a strong secondary emphasis on *contemporary* world history. Thus, the standards in grade eight require students to study the geographic patterns and characteristics of the world's regions, while weaving in appropriate study of historical developments of that region from 1950 up to the present day. Standards in citizenship and government, and economics also enrich students' understanding of the global marketplace and increasingly politically intertwined world.

In order to provide a more coherent framework for grade eight, the committee also identified key themes for Global Studies. Every standard relates to one of these four themes, although the themes are not specifically noted in the standards:

1. Cultural Characteristics, Technology, and Ideas
2. Economic Development and Trade
3. Population and Migration
4. Human Interaction with the Environment

Focus of 9-12: High School Grades

The standards in the high school grades are structured in such a way that school districts may easily offer discipline-specific courses, which is the most common approach districts take in the state in grades nine through 12. Students in high school (grades nine through 12) pursue in-depth study of content that equips them with the knowledge and skills required for success in postsecondary education (i.e., freshman level courses), the skilled workplace, and civic life. Most colleges deliver social studies content through courses offered by specific academic departments rather than through interdisciplinary "social studies" courses. For example, students are much more likely to take a "Geography 101" course than a "Social Studies 101" course their freshman year in college. Thus, one of the main goals of social studies in high school is to prepare students for the kind of study that they will encounter as undergraduates, and to ensure that they spend adequate time immersed in the concepts and honing their skills in each discipline to enable them for further study in college. Minnesota does not require specific course offerings for Citizenship and Government, Economics, Geography, World History, and U.S. History. It is ultimately up to the individual school district to decide which courses they offer to address all of the standards in social studies for grades nine through 12.

The amount of content in the social studies standards corresponds to the course credit graduation requirements identified in Minnesota Statutes section 120B.024 which are as follows:

- 3.5 social studies credits encompassing at least United States history, geography, government and citizenship, world history, and economics- OR-
- 3.0 social studies credits encompassing at least United States history, geography, government and citizenship, and world history, and .5 credit of economics taught in a school's social studies, agriculture education, or business department.

As previously mentioned, various state standards, national standards, data on Minnesota school course offerings, and other guiding documents to determine that the 3.5 credits of social studies would be broken down as follows: Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. The committee worked very hard to ensure that the amount of content specified in the revised standards would not exceed what can be reasonably taught in 3 ½ years of social studies courses.

Unlike the standards in grades K-eight, the social studies standards for nine through 12 remain grade banded. This means that individual school districts may choose when to address any given social studies standard, as long as all of the social studies standards in all four disciplines are addressed over the course of a student's high school career. Grade banding allows districts more flexibility in designing courses and assigning staff, which is especially important in rural districts throughout the state where there are limited numbers of teachers who are licensed in social studies. The standards are arranged by discipline for the nine through 12 grade band, but they may also be delivered in an interdisciplinary context.

Proposed Permanent Rules Governing Social Studies Academic Standards

The following section sets out the revisor approved standards in the format in which they will appear in rule. The rationale behind including each specific substrand and standard in a specific grade level will be discussed.

3501.1300 Kindergarten Standards

In kindergarten, these standards are necessary and reasonable because students are introduced to the four social studies disciplines of Citizenship and Government, Economics, Geography and History. Students learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America's civic identity, while also learning how cultures differ from one another. They use simple geographical tools and historical stories to explore various places and times. Students also develop an understanding of basic economic concepts related to scarcity—a key concept in the decision making process.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.

C. Governmental institutions and political processes. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography and vegetation; and human characteristics, such as culture, population, political and economic systems.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

3501.1305 Grade one Standards

Students in grade one learn basic concepts and skills related to the four social studies disciplines of citizenship and government, economics, geography and history. These standards are needed and reasonable because they expand student's understanding of America's civic identity, determine characteristics of effective rules and demonstrate ways for citizens to participate in civic life. Student's exploration of the federal government begins with the elected office of president. Fundamental geography skills are introduced including making sketch maps of places and comparing their physical and human characteristics, and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today. Students also acquire a basic understanding of the economic concepts of scarcity and trade, and weigh the costs and benefits of simple alternative choices.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.

C. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels federal, state, and local, and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography and vegetation; and human characteristics, such as culture, population, political and economic systems.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories and interactions with other cultures throughout time.

3501.1325 Grade two Standards

Students in grade two continue to build their foundational understanding in the social studies disciplines of citizenship and government, economics, geography and history. These standards are necessary and reasonable because the key concepts in the four disciplines give students a better sense of citizenship and civic participation. Students learn the purpose and services provided by government, the principle of shared and separated powers, the importance of constitutions and the need for fair voting processes. They study indigenous people and the influence of a variety of cultures on our society, gaining an

understanding of the United States' common heritage and diverse roots. Students use calendars and timelines to track the passage of time and chronicle events. By describing the trade-offs of a decision, students learn the concept of opportunity cost and its connection to scarcity of resources. They begin to understand how resources and physical features influence the distribution of people around the world, and use maps and other geographic tools to explain the characteristics of places.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places, and events, and by key foundational documents and other symbolically important artifacts. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Human environment interaction. The student will understand that the environment influences human actions and humans both adapt to, and change, the environment.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

3501.1315 Grade three Standards.

The grade three standards are necessary and reasonable because students expand and deepen their knowledge in the four social studies disciplines of citizenship and government, economics, geography and history. By applying basic concepts in each discipline to complex communities and environments near and far, students begin to understand the social, economic, geographic and political aspects of life in the world beyond our state and nation. They create and interpret simple maps, using them to understand the physical and human characteristics of places around the world, from one's neighborhood to vast regions of the earth. As students examine the world of long ago through historical records, maps and artifacts, they discover how geographic factors, technology, and individual and group actions have shaped history. Students practice weighing the costs and benefits in making decisions, and examine the economic forces that influence interactions among individuals in a community. They further explore the civic relationship between an individual and the community in the United States in which he or she lives, the three branches of government, and the functions and funding of government.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights.

C. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels federal, state, and local; and the three branches of government, legislative, executive, and judicial.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Fundamental concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Human systems. The student will understand that geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. The student will

understand that processes of cooperation and conflict among people influence the division and control of the Earth's surface.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. The student will understand that historical events have multiple causes and can lead to varied and unintended outcomes.

B. Peoples, cultures and change over time. The student will understand that History. is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

C. World History. The student will understand that:

(1) the emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects between 8000 and 2000 BCE;

(2) the development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems between 2000 and 600 BCE; and

(3) hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multiethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population between 600 and 1450 CE.

3501.1320 Grade four Standards.

Grade four departs from the approach in the primary years (an approach that placed equal emphasis on each the social studies disciplines) to a more discipline-centered approach. A “lead discipline” is featured in each of grades four through eight. In grade four, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. These standards are needed and reasonable because students master the understandings that lay the geographical foundation for the interdisciplinary Minnesota, United States, and Global Studies courses to follow in the middle grades. Students create and use various kinds of maps to identify the physical and human characteristics of places, examine regions in different locations and time periods, and analyze patterns and trends in the United States, Mexico and Canada. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market). Students practice a reasoned decision-making process to make choices—an important building block for their understanding of personal finance that will be developed in later grades.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels federal, state, and local; and the three branches of government, legislative, executive, and judicial.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography vegetation, and human characteristics, such as culture, population, and political and economic systems. The student will understand that people construct regions to identify, organize, and interpret areas of the Earth's surface, which simplifies the Earth's complexity.

C. Human systems. The student will understand that the characteristics, distribution, and migration of human populations on the Earth's surface influence human systems, such as cultural, economic, and political systems. The student will understand that geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

D. Human environment interaction. The student will understand that the environment influences human actions; and humans both adapt to and change, the environment. The student will understand that the meaning, use, distribution, and importance of resources change over time.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures, and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

3501.1325 Grade five Standards.

Grade Five: History of North America (up to 1800)

In grade five, the lead discipline is history supplemented by a strong secondary emphasis on citizenship and government. These standards are needed and reasonable because students explore the history of North America in the period before 1800 and the civic foundations of American democracy. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. Students examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. Students also become immersed in historical inquiry, learning to “think like a historian.” They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.

Subpart 1. Citizenship and government.

- A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.
- B. Civic values and principles of democracy. The student will understand that the civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.
- C. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities.
- D. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels federal, state, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order.

Subpart 2. Economics.

- A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.
- B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.
- C. Microeconomic concepts. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services.

Subpart 3. Geography.

- A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that places have physical characteristics, such as climate,

topography, and vegetation, and human characteristics, such as culture, population, and political and economic systems.

B. Human environment interaction. The student will understand that the meaning, use, distribution, and importance of resources change over time.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historians generally construct chronological narratives to characterize eras and explain past events and change over time. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. The student will understand that historical events have multiple causes and can lead to varied and unintended outcomes.

B. United States history. The student will understand that:

(1) before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent;

(2) rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government between 1585 and 1763;

(3) the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty between 1754 and 1800.

3501.1330 Grade six Standards.

Grade Six: Minnesota Studies

In the middle grades, the “lead discipline” approach continues, but with added emphasis on interdisciplinary connections (as the word “Studies” in the title “Minnesota Studies” suggests). Grade six features history as the lead discipline but the focus includes geographic, economic and civic understandings. These standards are needed and reasonable because students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state’s physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels. They learn about the unique role Minnesota played, and continues to play, in regional, national and global politics.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities. The student will understand that citizenship and its rights and duties are established by law.

C. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels federal, state, and local, and the three branches of government, legislative, executive, and judicial. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Fundamental concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource.

D. Microeconomic concepts. The student will understand that market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

B. Human systems. The student will understand that geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.

C. Human environment interaction. The student will understand that the meaning, use, distribution, and importance of resources change over time.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

B. United States history. The student will understand that:

(1) before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent;

(2) rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government between 1585 and 1763;

(3) economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements between 1792 and 1861;

(4) regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations between 1850 and 1877;

(5) as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization, and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform between 1870 and 1920;

(6) the economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence between 1920 and 1945;

(7) post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples between 1945 and 1989; and

(8) the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world between 1980 and the present.

3501.1335 Grade seven Standards.

Grade seven: United States Studies (1800 to present)

Grade seven features history as the lead discipline with a strong secondary emphasis on citizenship and government. The interdisciplinary "Studies" approach is further enhanced with important economics and geography content that round out the study of United States history. These standards are necessary and reasonable because students learn about people, issues and events of significance to this nation's history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation's history.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

C. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities. The student will understand that citizenship and its rights and duties are established by law.

D. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order. The student will understand that free and fair elections are key elements of the United States political system.

E. Relationships of the United States to other nations and organizations. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs.

C. Microeconomics. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. Peoples, cultures and change over time. The student will understand that the differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

C. United States history. The student will understand that:

- (1) economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements;
- (2) regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations;
- (3) as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization, and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform;
- (4) the economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence;
- (5) post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples.
- (6) the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world.

3501.1340 Grade eight Standards.

Grade eight: Global Studies

Grade eight features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Content drawn from citizenship and government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary "Studies" approach. These standards are needed and reasonable because students in Global Studies explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. Students learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world. Furthermore, these standards are necessary and reasonable because Global Studies in grade eight is the capstone of a Minnesota student's integrated social studies experience in the middle grades.

Subpart 1. Citizenship and government. Civic Skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. The student will understand that international political and economic institutions influence world affairs and United States foreign policy. The student will understand that governments are based on different political philosophies and are established to serve various purposes.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Fundamental concepts. The student will understand that economic systems differ in the ways that they address the three basic economic issues of allocation, production, and distribution to meet society's broad economic goals.

C. Macroeconomics. The student will understand that international trade, exchange rates and international institutions affect individuals, organizations, and governments throughout the world.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography and vegetation, and human characteristics, such as culture, population, and political and economic systems.

C. Human systems. The student will understand that the characteristics, distribution, and migration of human populations on the Earth's surface influence Human systems, such as cultural, economic, and political systems. The student will understand that geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. The student will understand that the characteristics, distribution, and complexity of the earth's cultures influence Human systems, such as social, economic, and political systems. The student will understand that processes of cooperation and conflict among people influence the division and control of Earth's surface.

D. Human environment interaction. The student will understand that the meaning, use, distribution, and importance of resources change over time.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. World history. The student will understand that post- World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. The student will understand that globalization, the spread of

capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population, and economic growth coupled with persistent economic and social disparities and cultural conflict.

3501.1345 Grade 9-12 Standards.

The standards for grades nine through twelve are arranged by discipline for the four core social studies disciplines: Citizen and Government, Economics, Geography, and History. Most school districts in Minnesota offer discipline-specific courses. However, these standards may be delivered in any combination. School districts decide which course offerings will address which standards, working towards the overarching goal of addressing all social studies standards over the course of a student's 9-12 educational career. The social studies academic standards for grades nine through twelve are listed below.

Subpart 1. Citizenship and government.

A. Civic skills. The student will understand that democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

B. Civic values and principles of democracy. The student will understand that the United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights.

C. Rights and responsibilities. The student will understand that individuals in a republic have rights, duties, and responsibilities. The student will understand that citizenship and its rights and duties are established by law.

D. Governmental institutions and political processes. The student will understand that the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels, federal, state, and local; and the three branches of government, legislative, executive, and judicial. The student will understand that the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare, and provide order. The student will understand that public policy is shaped by governmental and nongovernmental institutions and political processes. The student will understand that free and fair elections are key elements of the United States political system.

E. Relationships of the United States to other nations and organizations. The student will understand that the United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. The student will understand that international political and economic institutions influence world affairs and United States foreign policy. The student will understand that governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.

Subpart 2. Economics.

A. Economic reasoning skills. The student will understand that people make informed economic choices by identifying their goals, interpreting and applying data, considering the short-run and

long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

B. Personal finance. The student will understand that personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing, and insuring decisions.

C. Fundamental concepts. The student will understand that because of scarcity, individuals, organizations, and governments must evaluate trade-offs, make choices, and incur opportunity costs. The student will understand that economic systems differ in the ways that they address the three basic economic issues of allocation, production, and distribution to meet society's broad economic goals.

D. Microeconomic concepts. The student will understand that individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource. The student will understand that profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price, and production of goods and services. The student will understand that resource markets and financial markets determine wages, interest rates, and commodity prices. The student will understand that market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.

E. Macroeconomic concepts. The student will understand that economic performance, the performance of an economy toward meeting its goals, can be measured, and is affected by, various long-term factors. The student will understand that the overall levels of output, employment, and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others. The student will understand that the overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks. The student will understand that international trade, exchange rates and international institutions affect individuals, organizations, and governments throughout the world.

Subpart 3. Geography.

A. Geospatial skills. The student will understand that people use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context. The student will understand that geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

B. Places and regions. The student will understand that places have physical characteristics, such as climate, topography, and vegetation, and human characteristics, such as culture, population, and political and economic systems. The student will understand that people construct regions to identify, organize, and interpret areas of the Earth's surface, which simplifies the Earth's complexity.

C. Human systems. The student will understand that the characteristics, distribution, and migration of human populations on the Earth's surface influence Human systems, such as cultural, economic, and political systems. The student will understand that geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements. The student will understand that the characteristics, distribution, and complexity of the Earth's cultures influence human systems, such as social, economic, and political systems. The student

will understand that processes of cooperation and conflict among people influence the division and control of the Earth's surface.

D. Human environment interaction. The student will understand that the environment influences human actions; and humans both adapt to and change the environment. The student will understand that the meaning, use, distribution, and importance of resources change over time.

Subpart 4. History.

A. Historical thinking skills. The student will understand that historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

B. World history. The student will understand that:

(1) environmental changes and human adaptation enabled human migration from Africa to other regions of the world between 200,000 and 8000 BCE;

(2) the emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects between 8000 and 2000 BCE;

(3) the development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems between 2000 BCE and 600 CE;

(4) hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population between 600 and 1450 CE;

(5) new connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power between 1450 and 1750 CE;

(6) industrialization ushered in widespread population growth and migration, new colonial empires, and revolutionary ideas about government and political power between 1750 and 1922 CE;

(7) a rapidly evolving world dominated by industrialized powers; scientific and technological progress; profound political, economic, and cultural change; world wars; and widespread violence and unrest produced a half century of crisis and achievement between 1900 and 1950 CE;

(8) 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 between 1950 and 1989 CE; and

(9) globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict from 1989 CE to the present.

C. United States history. The student will understand that:

- (1) before European contact, North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent;
- (2) rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government between 1585 and 1763;
- (3) the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty between 1754-1800;
- (4) economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements between 1792-1861;
- (5) regional tensions around economic development, slavery, territorial expansion, and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations between 1850 and 1877;
- (6) as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization, and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform between 1870 and 1920;
- (7) the economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention, and renewed labor activism, followed by World War II and an economic resurgence between 1920 and 1945;
- (8) post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples; and
- (9) the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world between 1980 and the present.

CONCLUSION

Based on the foregoing, the proposed rules are both needed and reasonable.

Date

Brenda Cassellius

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Review of 2004 Minnesota World History standards conducted by Charlie Skemp (February 2011).

Appendix A: 2011 Social Studies Standards Expert Reviewers and Consultants

The individuals listed below reviewed the second draft of the 2011 Minnesota K-12 Social Studies Standards as part of the expert review process, or at MDE's request, provided feedback and/or consultation after the expert review period. The expert review period was April 8-20, 2011.

All Disciplines

James Kracht (review received during the expert review period)

Professor, Department of Education & Human Development, Texas A & M University
Associate Executive Dean, Professor of Curriculum & Instruction, and Professor of Geography. Expert Reviewer for 2010 Texas state standards. Director of writing team for Texas standards in 1995. Has been a consultant on standards for several countries in Middle East and Latin America.

Civics and Government

Michelle M. Herczog (provided review during the expert review period)

Consultant III, History-Social Science, Los Angeles County Office of Education
History-Social Science Consultant, Division of Curriculum and Instructional Services. Service-Learning Regional Lead for Los Angeles County. Chair of the Practice Committee of the California Campaign for the Civic Mission of Schools. Ed.D.

Michael Hartoonian (provided during the expert review period)

Professor of Education (retired), Department of Curriculum and Instruction, University of Minnesota
Past President of the National Council for the Social Studies (1995-1996).

Economics

Mary C. Suiter (provided review during the expert review period)

Manager, Economic Education; Federal Reserve Bank of St. Louis
Past-president, National Association of Economic Educators. Recipient of the Bessie B. Moore Service Award in Economic Education. Board Member, Center for Entrepreneurship and Economic Education. Ph.D. Curriculum and Instruction; MA in Economics Education.

Bonnie Meszaros (provided review during the expert review period)

Assistant Professor of Economics, University of Delaware
Associate Director, Center for Economic Education and Entrepreneurship, University of Delaware. Ph.D., Delaware Money School. President, National Association of Economic Educators. Board of Directors, Delaware Financial Literacy Institute. Leon and Margaret Slocomb Professional Excellence Award; Bessie B. Moore Service Award, National

Council on Economic Education; Harry J. Carman Award for Outstanding Achievement and Professional Excellence in Social Studies; William Forbes Award for Excellence in Economic Education.

Richard MacDonald (provided review during the expert review period)

Assistant Professor, Department of Economics, St. Cloud State University

Assistant Director, Center for Economic Education, St. Cloud State University.

Areas of research: Assessment of student learning in economics and personal finance, and economics and financial K-12 educational standards in the U.S. and abroad. Has reviewed manuscripts for four economics textbooks and developed materials for economics educators for National Council for Economic Education. Senior Advisor for Program Development Council for Economic Education. Member of 2004 Minnesota Social Studies Standards Review Committee.

History—United states

Sara Evans (review received during the expert review period)

Professor Emeritus of History, University of Minnesota

McKnight Distinguished University Professor of History. Former Chair of History Department, University of Minnesota. Fellow, Society of American Historians, 2009 -. Author of numerous books and articles on topics including gender analysis, family history, American women's history and social movements.

Garet Livermore (review received during the expert review period)

President of Education, New York State Historical Association

Bachelor's in American Studies, State University of New York at Purchase. Master's in History and Education, Teachers College of Columbia University. Also teaches museum education courses for Cooperstown Graduate Program. Member of editorial advisory board of AltaMira Press of the American Association for State and Local History. Reviewer for state and federal grant programs.

Jeff Kolnick (provided consultation after the expert review period)

Associate Professor of History, Southwest Minnesota State University

Ph.D., University of California, Davis. Recipient of several NEH grant awards for civil rights history initiatives. Standards focus: Civil Rights Movement and African-American history.

Tom Mega (provided consultation after the expert review period)

Professor of History, University of St. Thomas

Ph.D., University of Minnesota. Specialist in U.S. constitutional, American Colonial and Revolutionary History, and Minnesota History. Consultant on numerous public history projects. Standards focus: Minnesota history.

History—World

Alfred Andrea (provided review during the expert review period and afterward)

Professor Emeritus of History, University of Vermont

President, World History Association. Co-authored textbook *The Human Record: Sources of Global History* (Houghton Mifflin, 2008) and is Series Editor for *Connections: Key Themes in World History* (Pearson Prentice Hall). Research interests include Medieval Europe, the Crusades, China and Central Asia, and the Silk Road.

Matthew Brandt (provided feedback after the expert review period)

Vice President, Minnesota Humanities Center

Consultant for 2004 Minnesota Social Studies standards, very knowledgeable across all areas. Currently leads MHC's strategic planning, research, and evaluation. Ph.D. in Religious Studies, Marquette University. Author of numerous scholarly articles. Led launch of MHC initiatives, including support for strong humanities programs in the elementary schools, the development of bilingual and heritage language programs, and a partnership with the National Museum of the American Indian supporting authentic instruction about indigenous cultures nationwide.

Peter Stearns (provided review during the expert review period)

Professor of History and Provost, George Mason University

Former chair of Advanced Placement (AP) World History Development Committee. Editor of the *Journal of Social History*. Distinguished author of numerous books on world history, including *Consumerism in World History*, *Gender in World History*, and *World History: Patterns of Change and Continuity*. Under his leadership George Mason University won the Andrew Heiskell Award for Innovation in International Education.

Paul Jentz (provided consultation after the expert review period)

Professor, Department of History, North Hennepin Community College

Member of the Executive Council, World History Association. President of the Midwest World History Association.

Geography

Sarah Bednarz (provided review during the expert review period)

Associate Dean for Academic affairs, College of Geosciences, Texas A & M University

Chair of Advanced Placement (AP) Human Geography Test Development Committee (2009-2011). Chair of NSF/NGS Educational Research Committee, *Road Map for Geographical Literacy Project* (2010-2012). Principal investigator for NSF Graduate Teaching Fellows in K-12 Education grant, *Advancing Geospatial Skills in Science and Social Studies*. Commissioning Editor (North America), *Journal of Geography in Higher Education*. Recipient of several teaching awards.

Special Focus: Financial Literacy and Personal Finance

Andrea Ferstan and Ladders Out of Poverty Legislative Task Force/ Financial Education Workgroup (provided review during the expert review period)
Community Impact Manager, Basic Needs; Greater Twin Cities United Way.

Special Focus: Indian Education

Jackie Fraedrich (provided review during the expert review period)
Consultant, Indian Education

Retired educator from Robbinsdale who has worked on many American Indian initiatives. Chaired Advisory Task Force on Minnesota American Indian Tribes and Communities and K-12 Standards-Based Reform which was directed by statute to examine the impact of state and federal standards-based reform on Minnesota's K-12 students, with particular emphasis on the impact on American Indian students enrolled in Minnesota School

Appendix B: Grade Level Standard and Benchmark Total Comparison for 2004 and 2011 Standards

Grades K-3							
2011 Standards Total					2004 Standards Totals		
Grade Level	K	1	2	3	Total K-3	Total K-3	
Civics	3	4	4	3	*5	7	Civics
Economics	2	3	3	3	*4	2	Economics
Geography	2	2	2	2	*5	6	Geography
History	3	3	3	6	*8	8	History
Grand Total					22	23	Grand Total
<i>*Because anchor standards are repeated at multiple grades, the "Total K-3" number is NOT the sum of the standards addressed at each grade level in K-3.</i>							

Grades K-3							
2011 Benchmarks Totals					2004 Benchmarks Totals		
Grade Level	K	1	2	3	Total K-3	Total K-3	
Civics	3	4	6	5	14	16	Civics
Economics	3	3	4	4	14	7	Economics
Geography	3	3	5	4	15	19	Geography
History	3	5	4	10	22	14	History
Grand Total	12	15	19	23	65	66	Grand Total

Grades 4-8								
2011 Standards Total						2004 Standards Totals		
Grade Level	4	5	6	7	8	Total 4-8	Total 4-8	
Civics	2	5	4	8	3	*11	13	Civics
Economics	3	3	4	4	3	*9	6	Economics
Geography	6	2	3	1	8	*10	18	Geography
History	2	5	9	8	3	*15	33	History
Grand Total						45	70	Grand Total
<i>* Because anchor standards are repeated at multiple grades, the "Total 4-8" number is NOT the sum of the standards addressed at each grade level in 4-8.</i>								

Grades 4-8								
2011 Benchmarks Totals						2004 Benchmarks Totals		
Grade Level	4	5	6	7	8	Total K-3	Total K-3	
Civics	2	8	13	10	3	37	40	Civics
Economics	3	3	4	4	4	18	16	Economics
Geography	11	2	3	1	29	46	51	Geography
History	2	18	24	28	12	82	98	History
Grand Total	18	31	44	43	48	183	205	Grand Total

Grades 9-12			
2011 Standards Total		2004 Standards Totals	
Grade Level	Total 9-12	Total 9-12	
Civics	*11	16	Civics
Economics	*12	18	Economics
Geography	*10	7	Geography
History	*19	62	History
Grand Total	52	103	Grand Total
<i>* Because anchor standards are repeated at multiple grades, the "Total 9-12" number is NOT the sum of the standards addressed at each grade level in 9-12.</i>			

Grades 9-12			
2011 Benchmarks Total		2004 Benchmarks Totals	
Grade Level	Total 9-12	Total 9-12	
Civics	35	52	Civics
Economics	34	58	Economics
Geography	26	34	Geography
History	98	149	History
Grand Total	193	293	Grand Total

Appendix C: Minnesota Social Studies Standards Substrands and Standards

Civics Substrands and Standards

Substrand 1: Civic Skills

Standard 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

Substrand 2: Civic Values and Principles of Democracy

Standard 2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.

Standard 3: The United States is based on democratic values and principles that include liberty, individual rights, justice, equality the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

Substrand 3: Rights and Responsibilities

Standard 4: Individuals in a republic have rights, duties and responsibilities.

Standard 5: Citizenship and its rights and duties are established by law.

Substrand 4: Governmental Institutions and Political Processes.

Standard 6: The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

Standard 7: The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

Standard 8: Public policy is shaped by governmental and non-governmental institutions and political processes.

Standard 9: Free and fair elections are key elements of the United States political system.

Substrand 5: Relationships of the United States to Other Nations and Organizations.

Standard 10 The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.

Standard 11: International political and economic institutions influence world affairs and United States foreign policy.

Standard 12: Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.

Economics Substrands and Standards

Substrand 1: Economic Reasoning Skills

Standard 1: People make informed economic choices by identifying their goals, interpreting and applying data, considering the short-and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

Substrand 2: Personal Finance

Standard 2: Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

Substrand 3: Fundamental Concepts

Standard 3: Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.

Standard 4: Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

Substrand 4: Microeconomic Concepts

Standard 5: Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.

Standard 6: Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.

Standard 7: Resource markets and financial markets determine wages, interest rates and commodity prices.

Standard 8: Market failures occur when markets fail to allocate resources efficiently or meet other goals and this often leads to government attempts to correct the problem.

Substrand 5: Macroeconomic Concepts

Standard 9: Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

Standard 10: The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.

Standard 11: The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

Standard 12: International trade, exchange rates, and international institutions affect individuals, organizations and governments throughout the world.

Geography Substrands and Standards

Substrand 1: Geospatial Skills

Standard 1: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

Standard 2: Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

Substrand 2: Places and Regions

Standard 3: Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

Standard 4: People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity.

Substrand 3: Human Systems

Standard 5: The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

Standard 6: Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

Standard 7: The characteristics, distribution, and complexity of the earth's cultures influence human systems (social, economic and political systems).

Standard 8: Processes of cooperation and conflict among people influence the division and control of the earth's surface.

Substrand 4: Human Environment Interaction

Standard 9: The environment influences human actions; and humans both adapt to, and change, the environment.

Standard 10: The meaning, use, distribution and importance of resources changes over time.

History Substrands and Standards

Substrand 1: Historical Thinking Skills

Standard 1: Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

Standard 2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Substrand 2: Peoples, Cultures and Change Over Time

Standard 3: Historical events have multiple causes and can lead to varied and unintended outcomes.

Standard 4: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

Standard 5: History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

Substrand 3: World History

Standard 6: Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000 to 8000 BCE)

Standard 7: The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)

Standard 8: The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)

Standard 9: Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600– 1450)

Standard 10: New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)

Standard 11: Industrialization ushered in wide-spread population growth and migration, new colonial empires, and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)

Standard 12: A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)

Standard 13: 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. (The World After World War II: 1950-1989)

Standard 14: Globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1950-Present)

Substrand 4: United States History

Standard 15: North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)

Standard 16: Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)

Standard 17: The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)

Standard 18: Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)

Standard 19: Regional tensions around economic development, slavery, territorial expansion, and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)

Standard 20: As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform. (Development of an industrial United States: 1870-1920)

Standard 21: The economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and

renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)

Standard 22: Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)

Standard 23: The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world between 1980 and the present.

Appendix D: The Voluntary National Social Studies Standards in Economics

Available at: <http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>.

STANDARD 1: SCARCITY

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

STANDARD 2: DECISION MAKING

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.

STANDARD 3: ALLOCATION

Different methods can be used to allocate goods and services. People acting individually or collectively must choose which methods to use to allocate different kinds of goods and services.

STANDARD 4: INCENTIVES

People usually respond predictably to positive and negative incentives.

STANDARD 5: TRADE

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

STANDARD 6: SPECIALIZATION

When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

STANDARD 7: MARKETS AND PRICES

A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

STANDARD 8: ROLE OF PRICES

Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

STANDARD 9: COMPETITION AND MARKET STRUCTURE

Competition among sellers usually lowers costs and prices, and encourages producers to produce what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

STANDARD 10: INSTITUTIONS

Institutions evolve and are created to help individuals and groups accomplish their goals. Banks, labor unions, markets, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy

STANDARD 11: MONEY AND INFLATION

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. The amount of money in the economy affects the overall price level. Inflation is an increase in the overall price level that reduces the value of money.

STANDARD 12: INTEREST RATES

Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.

STANDARD 13: INCOME

Income for most people is determined by the market value of the productive resources they sell. What workers earn primarily depends on the market value of what they produce.

STANDARD 14: ENTREPRENEURSHIP

Entrepreneurs take on the calculated risk of starting new businesses, either by embarking on new ventures similar to existing ones or by introducing new innovations. Entrepreneurial innovation is an important source of economic growth.

STANDARD 15: ECONOMIC GROWTH Investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.

STANDARD 16: ROLE OF GOVERNMENT AND MARKET FAILURE

There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also have direct or indirect effects on peoples' incomes.

STANDARD 17: GOVERNMENT FAILURE

Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

STANDARD 18: ECONOMIC

Fluctuations in a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy. Recessions occur when overall levels of income and employment decline.

STANDARD 19: UNEMPLOYMENT AND INFLATION

Unemployment imposes costs on individuals and the overall economy. Inflation, both expected and unexpected, also imposes costs on individuals and the overall economy. Unemployment increases during recessions and decreases during recoveries.

STANDARD 20: FISCAL AND MONETARY POLICY

Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices

CONCLUSION

Based on the foregoing, the proposed rules are both needed and reasonable.

9.21.12

Brenda Cassellius

Date

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