

Strand

Benchmark



Citizenship and Government

6.1.1.1. Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence and developing strategies to persuade others to adopt this position.

6.1.2.1. Locate a democratic principle embodied in the Constitution of the State of Minnesota or in one of Minnesota's Tribal Nations' constitutions. Summarize the concept of federalism and describe the relationship between the powers of the federal and state governments.


6.1.3.1. Summarize the concept of citizenship in the United States, explain how individuals become citizens by birth or naturalization and compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.

6.1.4.1. Identify the purpose of the Constitution of the State of Minnesota and explain how the Constitution of the State of Minnesota organizes state government and authorizes local government (county, city, school board and township). Compare and contrast the ways state and local government are funded.

6.1.4.2. Describe the goals, offenses, penalties, long-term consequences and privacy concerns of Minnesota's juvenile justice system and evaluate the impact on youth, including those from historically disenfranchised groups.

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

	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1																		
Chapter 2																		
Chapter 3																X		X
Chapter 4																X		
Chapter 5																X		
Chapter 6																X		X
Chapter 7				X	X	X				X	X	X				X		
Chapter 8							X											
Chapter 9																X		
Chapter 10										X		X				X		
Chapter 11							X		X					X			X	
Chapter 12																		
Chapter 13	X		X															
Chapter 14				X			X									X		
Chapter 15																		
Chapter 16			X				X			X								
Chapter 17		X	X				X											
Chapter 18			X										X		X	X		X

Strand		Economics											
Benchmark		6.2.9.1. Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.			6.2.11.1. Describe the movement of goods and services, resources and money through markets at the community, national and global level.			6.2.11.2. Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.			6.2.12.1. Explain why companies might move production to other states or countries.		
		C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1													
Chapter 2													
Chapter 3													
Chapter 4													
Chapter 5		X		X	X						X		
Chapter 6								X					X
Chapter 7				X				X					
Chapter 8													
Chapter 9								X		X			
Chapter 10		X						X	X	X			
Chapter 11											X		
Chapter 12			X	X			X						
Chapter 13													
Chapter 14					X			X					X
Chapter 15								X		X			
Chapter 16													
Chapter 17		X						X			X		X
Chapter 18								X					

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Benchmark



Geography

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

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

6.3.14.1. Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.

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

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

	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2	X			X		X				X			X		
Chapter 3	X		X							X		X			
Chapter 4	X		X							X		X			
Chapter 5							X	X	X						
Chapter 6	X		X												
Chapter 7															
Chapter 8															
Chapter 9	X		X	X		X	X		X						
Chapter 10										X	X	X			
Chapter 11										X	X	X			
Chapter 12							X								
Chapter 13				X		X	X		X						
Chapter 14															
Chapter 15	X		X							X		X			
Chapter 16															
Chapter 17				X	X	X	X		X	X		X			
Chapter 18													X		X



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History

Benchmark

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

6.4.18.2. Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region. Examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.

6.4.18.3. Describe how people in Minnesota participated in the institution of slavery, abolition and the U.S. Civil War, identifying examples of change and continuity.

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

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

	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2	X	X	X												
Chapter 3	X	X	X												
Chapter 4	X	X	X												
Chapter 5				X	X	X									
Chapter 6	X		X	X	X	X	X								
Chapter 7				X		X	X								
Chapter 8							X	X	X						
Chapter 9	X	X	X	X	X	X									
Chapter 10	X			X											
Chapter 11		X	X	X	X	X									
Chapter 12										X					
Chapter 13										X	X	X			
Chapter 14	X												X		X
Chapter 15	X												X	X	X
Chapter 16	X	X	X										X		
Chapter 17	X												X		X
Chapter 18	X														

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History, continued

Benchmark



6.4.19.1. Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership. Examine the consequences of these conflicting views on the environment over time.

6.4.19.2. Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.

6.4.19.3. Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.

6.4.20.1. Evaluate primary and secondary sources about the process by which Minnesota became a territory and state. Consider what perspectives and narratives are absent from the available sources.

6.4.21.1. Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota. Organize applicable evidence into a coherent argument about the past.

	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2															
Chapter 3	X														
Chapter 4	X														
Chapter 5															
Chapter 6	X	X	X	X	X	X				X					
Chapter 7	X			X						X	X	X			
Chapter 8															
Chapter 9	X			X			X	X	X						
Chapter 10				X									X		
Chapter 11													X		
Chapter 12													X	X	X
Chapter 13	X		X												
Chapter 14													X		
Chapter 15															
Chapter 16															
Chapter 17													X		
Chapter 18	X														

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History, continued

Benchmark



6.4.21.2. Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.

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

6.4.22.2. Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.

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

	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1												
Chapter 2												
Chapter 3												
Chapter 4												
Chapter 5												
Chapter 6												
Chapter 7												
Chapter 8				X	X	X						
Chapter 9				X	X	X						
Chapter 10							X		X			
Chapter 11							X	X	X			
Chapter 12							X	X	X			
Chapter 13												
Chapter 14							X					
Chapter 15												
Chapter 16	X									X	X	X
Chapter 17	X		X							X		X
Chapter 18	X									X	X	X

Strand

Ethnic Studies

Benchmark



6.5.23.1. Identify and explain how discrimination based on race, gender, economic, ableism and social group identity affects the history, health, growth and/or current experiences of residents of Minnesota.

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

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

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

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

	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2				X		X									
Chapter 3				X		X	X		X	X					
Chapter 4				X		X	X	X	X						
Chapter 5															
Chapter 6	X	X	X	X		X									
Chapter 7				X											
Chapter 8	X		X				X		X				X		X
Chapter 9	X		X	X											X
Chapter 10				X		X									
Chapter 11	X	X	X	X	X	X									
Chapter 12	X			X		X		X	X						
Chapter 13	X	X	X	X		X	X			X					
Chapter 14	X						X		X						
Chapter 15	X		X	X		X	X		X				X		
Chapter 16	X	X	X				X		X		X	X	X		
Chapter 17	X		X	X	X	X	X		X						
Chapter 18	X		X				X	X	X	X		X	X		