

2018 Minnesota Academic Standards in Arts Education

| Code | Arts Area | Grade | Strand | Anchor Standard | Benchmark |
|------------|-----------|-------|------------|--|--|
| 1.0.5.10.1 | 1. Dance | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe a dance from your own culture. |
| 1.1.5.10.1 | 1. Dance | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Discuss a dance from your own culture. |
| 1.2.5.10.1 | 1. Dance | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Relate a dance to the people or environment from which it originates, including dances of Minnesota American Indian tribes and communities. |
| 1.3.5.10.1 | 1. Dance | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Find a relationship between movement and the culture from which the dance is derived. |
| 1.4.5.10.1 | 1. Dance | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Select movements in a specific dance <i>genre</i> or <i>style</i> and explain how the movements relate to the culture, society, historical period or community from which the dance originated. |
| 1.5.5.10.1 | 1. Dance | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated, including those of Minnesota American Indian tribes and communities. |

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| 1.6.5.10.1 | 1. Dance | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Examine how the movement and qualities of a dance communicate its cultural, historical, and community's purpose or meaning, including those of Minnesota American Indian tribes and communities. |
| 1.7.5.10.1 | 1. Dance | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Compare and contrast dances performed by people in various communities. Identify factors in society, history, and culture that influence the artistic intent of the dance, including the contributions of Minnesota American Indian tribes and communities. |
| 1.8.5.10.1 | 1. Dance | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how personal context influences understanding of dances from a variety of cultures, societies, and historical time periods, including those of Minnesota American Indian tribes and communities. |
| 1.9.5.10.1 | 1. Dance | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how dance movement characteristics, techniques, and artistic intent relate to the ideas and perspectives of the peoples from which the dances originate, including those of Minnesota American Indian tribes and communities. |
| 1.0.5.10.2 | 1. Dance | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Observe and show through movement a point of interest from another content area. |
| 1.1.5.10.2 | 1. Dance | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Generate ideas for dance movement based on another content area. |

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| 1.2.5.10.2 | 1. Dance | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Create a dance based on a concept of another content area. |
| 1.3.5.10.2 | 1. Dance | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Ask and research a question about dance that communicates a perspective about an issue or event. |
| 1.4.5.10.2 | 1. Dance | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. <i>Choreograph or improvise</i> movements that communicate information, concepts, or ideas from a subject area other than dance. |
| 1.5.5.10.2 | 1. Dance | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Combine dance concepts and skills with content from another subject area by creating a <i>dance study</i> that integrates learning from both subjects. |
| 1.6.5.10.2 | 1. Dance | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Investigate two opposing views on a topic including its personal, societal, cultural, or historical context. Use that information to create a <i>dance study</i> that explores the contrasting views. |
| 1.7.5.10.2 | 1. Dance | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Conduct research about a social issue. Use the information to create a <i>dance study</i> that expresses a specific point of view on the topic. |
| 1.8.5.10.2 | 1. Dance | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Research the historical development of a dance <i>genre or style</i> . Create a <i>dance study</i> that evokes the essence of the style or genre's development. |

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| 1.9.5.10.2 | 1. Dance | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Research a topic of personal interest, considering the personal, societal, historical, and cultural context of the topic. Use the information to create a <i>dance study</i> that communicates about the topic. |
| 2.0.5.10.1 | 2. Media Arts | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how media arts are a part of life. <i>For example:</i> Name places media arts are found in our daily life and how they are used, such as smartphones. |
| 2.1.5.10.1 | 2. Media Arts | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe media art from various times and places. <i>For example:</i> Describe how media arts has changed over time, such as hand drawn cel animation to computer generated animations; describe how media arts has existed in theaters and television, but now also exist online, within apps, social media, personal devices, smartphones, etc.; describe how media arts exists across the world. |
| 2.2.5.10.1 | 2. Media Arts | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Discuss how media artworks relate to everyday cultural life. <i>For example:</i> Describe how media arts is used in our everyday life, how it influences what we think, and how it can be used in our lives. |
| 2.3.5.10.1 | 2. Media Arts | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Explain how knowing the time and place in which a media artwork was made influences interpretation of the work. <i>For example:</i> Describe how labor-intensive films and animations used to be when they were shot frame-by-frame or by creating using cel animation techniques; describe how special effects in film have changed over time and how they impact what media artists are able to communicate. |

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| 2.4.5.10.1 | 2. Media Arts | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | <p>1. Identify how media artworks are used to inform or change beliefs, values or behaviors of an individual or society.</p> <p><i>For example:</i> Identify how media arts influences what we perceive, think, or believe; identify how media arts can influence our culture for positive change.</p> |
| 2.5.5.10.1 | 2. Media Arts | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | <p>1. Make inferences about the time, place, or culture in which a media artwork was created, citing evidence.</p> <p><i>For example:</i> Evaluate different video game designs for their history and <i>context</i>.</p> |
| 2.6.5.10.1 | 2. Media Arts | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | <p>1. Explain how media artworks relate to and impact personal, societal, cultural, historical, and community situations.</p> <p><i>For example:</i> Personal identity; <i>digital identity</i>; historical events; entertainment.</p> |
| 2.7.5.10.1 | 2. Media Arts | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | <p>1. Analyze how response to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p><i>For example:</i> Evaluate the changes in the use and style of photography over time.</p> |
| 2.8.5.10.1 | 2. Media Arts | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | <p>1. Explain different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity.</p> <p><i>For example:</i> Use of memes and <i>viral</i> video in <i>systematic communications</i>.</p> |

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| 2.9.5.10.1 | 2. Media Arts | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity. |
| 2.9.5.10.2 | 2. Media Arts | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 2. Use <i>contexts</i> , purposes, representations, and values to inform media artworks. <i>For example: Develop media literacy to examine how media messages affect social trends, power, equity, bias, gender, personal or cultural identity.</i> |
| 3.0.5.10.1 | 3. Music | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Sing, play instruments , or listen to music from various <i>cultures</i> . |
| 3.1.5.10.1 | 3. Music | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Sing, play instruments or listen to music from various cultures, including music from Minnesota American Indian tribes and communities. |
| 3.2.5.10.1 | 3. Music | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Sing and play instruments from different <i>genres</i> of music from various time periods and places. |
| 3.3.5.10.1 | 3. Music | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe <i>cultural</i> uses of music from different time periods and places. |

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| 3.4.5.10.1 | 3. Music | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Compare and contrast <i>cultural</i> uses of music from different time periods and places. |
| 3.5.5.10.1 | 3. Music | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe relationships of musical <i>genres</i> to <i>cultural</i> or <i>historical</i> contexts. |
| 3.6.5.10.1 | 3. Music | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities. |
| 3.7.5.10.1 | 3. Music | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify <i>cultural</i> or historical influences on musical <i>compositions</i> . |
| 3.8.5.10.1 | 3. Music | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Describe how music <i>connects</i> individuals and societies to history, <i>culture</i> , heritage, and community. |
| 3.9.5.10.1 | 3. Music | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical</i> contexts. |
| 4.0.5.10.1 | 4. Theater | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify skills and knowledge from other areas of study that connect to <i>dramatic play</i> or a <i>guided drama experience</i> . |

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| 4.1.5.10.1 | 4. Theater | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze skills and knowledge from other areas of study to a <i>guided drama experience</i> . |
| 4.2.5.10.1 | 4. Theater | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Apply appropriate skills and knowledge from other areas of study and arts areas to a <i>guided drama experience</i> . |
| 4.3.5.10.1 | 4. Theater | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze connections between community, social issues (including contributions of Minnesota American Indian tribes and communities) and other content areas to a work. |
| 4.4.5.10.1 | 4. Theater | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Connect a <i>work</i> with community, social issues and other content areas. |
| 4.5.5.10.1 | 4. Theater | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Investigate historical, global and social issues expressed in a work, including contributions of Minnesota American Indian tribes and communities. |
| 4.6.5.10.1 | 4. Theater | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Select themes or social issues (including contributions of Minnesota American Indian tribes and communities) and express them through a work. |
| 4.7.5.10.1 | 4. Theater | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Incorporate other art forms to strengthen the meaning and conflict in a work with a particular personal, societal, cultural, global, or historical context, including contributions of Minnesota American Indian tribes and communities. |

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| 4.8.5.10.1 | 4. Theater | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Research the context(s) of different theater works and connect them with personal, societal, cultural, historical or global issues, including contributions of Minnesota American Indian tribes and communities. |
| 4.9.5.10.1 | 4. Theater | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Determine how personal, societal, cultural, global, and historical contexts (including those of Minnesota American Indian tribes and communities) affect creative choices for a work. |
| 5.0.5.10.1 | 5. Visual Arts | 0 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Recognize that all humans make <i>art</i> . |
| 5.1.5.10.1 | 5. Visual Arts | 1 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Recognize that people from different places and times have made <i>art</i> for a variety of reasons. |
| 5.2.5.10.1 | 5. Visual Arts | 2 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how artistic foundations are employed differently throughout time and place. |
| 5.3.5.10.1 | 5. Visual Arts | 3 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Recognize that responses to <i>art</i> change depending on knowledge of the time and place in which it was made. |
| 5.4.5.10.1 | 5. Visual Arts | 4 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how <i>art</i> is used to inform or change beliefs, values or behaviors of an individual or society. |

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| 5.5.5.10.1 | 5. Visual Arts | 5 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Make inferences about time, place, and culture in which a work of <i>art</i> was created, citing evidence. |
| 5.6.5.10.1 | 5. Visual Arts | 6 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities. |
| 5.7.5.10.1 | 5. Visual Arts | 7 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Analyze how response to <i>art</i> is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. |
| 5.8.5.10.1 | 5. Visual Arts | 8 | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Distinguish different ways <i>art</i> is used to represent, establish, reinforce, and reflect <i>group identity</i> . |
| 5.9.5.10.1 | 5. Visual Arts | HS | 5. Connect | 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities. | 1. Appraise the impact of <i>art</i> , an artist, or a group of artists on the beliefs, values and behaviors of a society. |

Minnesota Academic Standards in Science 2019

| Grade | Strand | Substrand | Standard | Content Area | Benchmark |
|-------|---|---|---|-------------------------|---|
| 1 | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | Physical Science | 1P.4.2.2.1 Communicate solutions that use materials to provide shelter, food, or warmth needs for communities including Minnesota American Indian Tribes and communities.* (P: 8, CC: 2, CI: PS1, ETS2) |
| 2 | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | Physical Science | 2P.4.2.2.1 Obtain information and communicate how Minnesota American Indian Tribes and communities and other cultures apply knowledge of the natural world in determining which materials have the properties that are best suited for an intended purpose.* (P: 8, CC: 2, CI: PS1, ETS1) |
| 3 | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | Earth and Space Science | 3E.4.2.2.1 Gather information and communicate how Minnesota American Indian Tribes and communities and other cultures use patterns in stars to make predictions and plans. (P 8, CC: 1, CI: ESS1) |

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| 4 | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | Earth and Space Science | 4E.4.2.2.1 Obtain and combine multiple sources of information about ways individual communities, including Minnesota American Indian Tribes and communities and other cultures, use evidence and scientific principles to make decisions about the uses of Earth's resources.* (P: 8, CC: 4, CI: ESS3, ETS1) |
| 6 | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | ESS: Earth's Place in the Universe | 6E.4.2.2.1 Communicate how a series of models, including those used by Minnesota American Indian Tribes and communities and other cultures, are used to explain how motion in the Earth-Sun-Moon system causes the cyclic patterns of lunar phases, eclipses and seasons. (P: 8, CC: 1, CI: ESS1) |
| 7 | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | LS: Ecosystems: Interactions, Energy, and Dynamics | 7L.4.2.2.1 Gather multiple sources of information and communicate how Minnesota American Indian Tribes and communities and other cultures use knowledge to predict or interpret patterns of interactions among organisms across multiple |

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| | | | | | ecosystems. (P: 8, CC: 1, CI: LS2, ETS2) |
| 9-12 Earth and Space Science | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | ESS: Earth and Human Activity | 9E.4.2.2.1 Apply place-based evidence, including those from Minnesota American Indian Tribes and communities and other cultures, to construct an explanation of how a warming climate impacts the hydrosphere, geosphere, biosphere, or atmosphere. (P: 8, CC: 4, CI: ESS3) |
| 9-12 Life Science | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | LS: Ecosystems: Interactions, Energy, and Dynamics | 9L.4.2.2.1 Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity.* (P: 8, CC: 7, CI: LS2, ETS1) |

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| 9-12 Chemistry | 4 Communicating reasons, arguments and ideas to others | 4.2 Obtaining, evaluating and communicating information | 4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems. | Chemistry - PS: Matter and Its Interactions | 9C.4.2.2.1 Communicate and evaluate claims by various stakeholders, including Minnesota American Indian Tribes and communities and other cultures, about the environmental impacts of various chemical processes on natural resources. (P: 8, CC: 2, CI: PS1) |

Minnesota K-12 Academic Standards Physical Education 2018

Lacrosse (Traditional and American) - Lacrosse is a team game, originally played by North American Indians, in which the ball is thrown, caught, scored, among other aspects of the game, with the help of a stick with netting at one end. “Traditional Lacrosse,” called the Creator’s Game, originated by North American Indians. American Lacrosse evolved over time from traditional lacrosse. Both games differ with the types of sticks used (by length and by position), safety gear, gloves, pads and shoes.

2020 Minnesota K–12 Academic Standards in English Language Arts (ELA)

| Grade | Strand | Anchor Standard | Code | Benchmark |
|-------|---------|--|---------|--|
| K | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 0.1.6.1 | Define the role of an author and illustrator in telling the story. |
| K | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author | 0.1.6.2 | Benchmarks begin in grade 1. |

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| | | perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | | |
| K | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 0.1.6.3 | Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading. |
| K | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 0.3.1.1 | "Exchange ideas in storytelling, discussion and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives. |
| K | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 0.3.1.2 | Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood. |
| K | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 0.3.1.3 | Benchmarks begin in grade 2. |
| 1 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational | 1.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, |

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| | | texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | | enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. |
| 1 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 1.1.6.1 | Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine or digital platform). |
| 1 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 1.1.6.2 | Identify the time period and setting of the text. |
| 1 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 1.1.6.3 | Identify if the text is literary or informational. |
| 1 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 1.3.1.1 | "Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture. |

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| | | | | <p>b. Participate as speaker and listener, responding to and building on the comments and ideas of others.</p> <p>c. Express one’s own ideas, stories and experiences.</p> <p>d. Make a contribution toward a shared goal in collaboration with others.</p> <p>e. Follow sequence of a story or discussion or steps in a process."</p> |
| 1 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 1.3.1.2 | Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| 1 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 1.3.1.3 | Benchmarks begin in grade 2. |
| 2 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 2.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and |

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| 2 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 2.1.6.1 | Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller’s perspective and identity. |
| 2 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 2.1.6.2 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text. |
| 2 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 2.1.6.3 | Identify if the text is informational or literary and support with evidence. |
| 2 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 2.3.1.1 | "Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. |

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| | | | | <p>b. Participate as a speaker and listener, building on and linking to the comments of others.</p> <p>c. Express one's own ideas, stories and experiences.</p> <p>d. Help to establish group member roles and timeline for work.</p> <p>e. Identify and work toward a shared goal.</p> <p>f. Follow sequence of a story or discussion or steps in a process."</p> |
| 2 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 2.3.1.2 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues. |
| 2 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 2.3.1.3 | Demonstrate ability to receive and act on feedback from others and self-reflection. * |
| 3 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational | 3.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing |

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| | | texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | | perspectives and identities of historical and contemporary Dakota and Anishinaabe people. |
| 3 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 3.1.6.1 | Compare and contrast the student’s personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller’s perspective and identity. |
| 3 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 3.1.6.2 | Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content or style of the text (e.g., era-specific vocabulary or illustrations). |
| 3 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 3.1.6.3 | Identify if the text is informational or literary and support with evidence. |
| 3 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 3.3.1.1 | "Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker |

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| | | | | <p>norms, listener norms, participation norms) respectful of culture.</p> <p>b. Participate as a speaker and listener, reviewing key ideas shared by others.</p> <p>c. Express one’s own ideas, stories and experiences, linking to comments of others.</p> <p>d. Help to establish group member roles and timeline for work.</p> <p>e. Identify and work toward a shared goal.</p> <p>f. Follow sequence of a story or discussion or steps in a process."</p> |
| 3 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 3.3.1.2 | Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion. |
| 3 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 3.3.1.3 | Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers’ work, with guidance and support from adults. * |

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| 4 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 4.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. |
| 4 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 4.1.6.1 | Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters. |
| 4 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 4.1.6.2 | Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose. |
| 4 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 4.1.6.3 | Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy). |
| 4 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 4.3.1.1 | "Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker |

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| | | | | <p>norms, listener norms, participation norms) respectful of culture.</p> <p>b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others.</p> <p>c. Express one’s own ideas, stories and experiences, linking to comments of others.</p> <p>d. Negotiate and compromise to support productive exchange of ideas.</p> <p>e. Identify and work toward a shared goal."</p> |
| 4 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 4.3.1.2 | Ask and answer questions to clarify or follow up on viewpoints of others in a discussion. |
| 4 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 4.3.1.3 | Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers’ work in various ways (e.g., written, oral, non-verbal). |
| 5 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational | 5.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, |

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| | | texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | | enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. |
| 5 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 5.1.6.1 | Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided. |
| 5 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 5.1.6.2 | Compare texts published in different time periods related to influences on meaning, content or style of the texts. |
| 5 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 5.1.6.3 | Analyze a text's placement on a continuum of fact to fiction, citing evidence. |
| 5 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 5.3.1.1 | "Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Use tools to collaborate with others synchronously and asynchronously. |

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| | | | | <p>b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion</p> <p>c. Express one’s own ideas, stories and experiences, linking to comments of others.</p> <p>d. Negotiate and compromise to support productive exchange of ideas.</p> <p>e. Identify and work toward a shared goal.</p> |
| 5 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 5.3.1.2 | Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion and elaborate on the comments of others. |
| 5 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 5.3.1.3 | Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments. |
| 6 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 6.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and |

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| 6 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 6.1.6.1 | Analyze multiple accounts by various cultures, including Dakota and Anishinaabe, of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 6 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 6.1.6.2 | Examine similar texts published in different time periods, comparing and contrasting influence on meaning, content or style of the texts. |
| 6 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 6.1.6.3 | Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not. |
| 6 | Writing | W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. | 6.2.5.1 | Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive). |

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| 6 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 6.3.1.1 | "Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion. |
| 6 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 6.3.1.2 | Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion. |
| 6 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 6.3.1.3 | Adapt speech, writing or communications by utilizing constructive feedback from self and others. |
| 7 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 7.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and |

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| 7 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 7.1.6.1 | Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic. |
| 7 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 7.1.6.2 | Compare and contrast a fictional portrayal, including those in stories, poems and historical novels about Dakota and Anishinaabe people, of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| 7 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 7.1.6.3 | Analyze how two or more authors writing about the same topic, including topics about Dakota and Anishinaabe people, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| 7 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 7.3.1.1 | Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Acknowledge and elaborate on others' ideas. |

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| | | | | <p>b. Use tools to collaborate with others both synchronously and asynchronously.</p> <p>c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.</p> |
| 7 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 7.3.1.2 | Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion. |
| 7 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 7.3.1.3 | Adapt speech, writing or communications by utilizing constructive feedback from self and others. |
| 8 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 8.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. (Connects to mastery of skills in grade-level text in standard R2) |
| 8 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author | 8.1.6.1 | Analyze how an author, including Dakota and Anishinaabe authors, develops the |

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| | | perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | | point of view and identity of the character to enrich a text. |
| 8 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 8.1.6.2 | Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new. |
| 8 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 8.1.6.3 | Analyze a case in which two or more texts, including one text by or about Dakota and Anishinaabe people or other diverse cultures, provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. |
| 8 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 8.3.1.1 | Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. <ul style="list-style-type: none"> a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal. |

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| 8 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 8.3.1.2 | Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion. |
| 8 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 8.3.1.3 | Adapt speech, writing or communications by utilizing constructive feedback from self and others. |
| 9 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 9.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories. |
| 9 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 9.1.6.1 | Examine how the author’s, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text. |
| 9 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author | 9.1.6.2 | Examine the impact of a text’s publishing date on its current validity and credibility in literature, social studies or science. |

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| | | perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | | |
| 9 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 9.1.6.3 | Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning. |
| 9 | Writing | W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. | 9.2.5.1 | Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years. |
| 9 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 9.3.1.1 | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts and issues from social studies and science. b. Elaborating on others’ ideas and summarizing points of agreement and disagreement. |

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| | | | | <p>c. Work toward a shared goal by building consensus and integrating divergent views.</p> <p>d. Use teacher-provided models of conflict resolution.</p> |
| 9 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 9.3.1.2 | Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion. |
| 9 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 9.3.1.3 | Request and utilize constructive feedback for use in revising work. |
| 10 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 10.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories. |

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| 10 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 10.1.6.1 | Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text. |
| 10 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 10.1.6.2 | Analyze the impact of a text's publishing date on its current validity and credibility in literature, social studies or science. |
| 10 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 10.1.6.3 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 10 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 10.3.1.1 | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. <ul style="list-style-type: none"> a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on |

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| | | | | key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. d. Develop conflict resolution strategies. |
| 10 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 10.3.1.2 | Extend conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion. |
| 10 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. | 10.3.1.3 | Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work. |
| 11–12 | Reading | R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. | 11.1.3.1 | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories. |
| 11–12 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author | 11.1.6.1 | Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, |

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| | | perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | | stated identities, biases and perspective shape the content and style of a text. |
| 11–12 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 11.1.6.2 | Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance. |
| 11–12 | Reading | R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. | 11.1.6.3 | Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence. |
| 11–12 | Listening, Speaking, Viewing and Exchanging Ideas | LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences. | 11.3.1.1 | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. <ul style="list-style-type: none"> a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

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| | | | | <p>d. Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries).</p> <p>e. Employ conflict resolution strategies.</p> |
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2021 Minnesota K-12 Academic Standards in Social Studies

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

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| 5 | 1.Citizenship and Government | 6.Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States. | 5.1.6.1 | Describe a U.S. Federal Indian policy and explain how it impacts Tribal Nation self-determination and agency. |
| 7 | 4. History | 18. Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and non-dominant narratives about the past. | 7.4.18.2 | Describe the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of “Jim Crow,” immigration restriction and Indian Removal. |
| 7 | 5. Ethnic Studies | 25. Ways of Knowing/Methodologies : Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices. | 7.5.25.2 | Examine the impact and legacy of the Civil Rights Movement, the American Indian Movement (AIM) and the Women’s Rights Movement today. Compare strategies and objectives of movements today with movements in the past. |
| 9 | 4. History | 18. Change, Continuity and Context: Ask | 9.4.18.11 | U.S. History Era 4: Imperial Expansion and |

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| | | historical questions about change, continuity and context in order to identify and analyze dominant and non-dominant narratives about the past. | | Native Dispossession. Evaluate historical narratives about U.S. imperial expansion, native dispossession, specifically Indian Removal, Manifest Destiny and Indigenous perspectives. |
| 9 | 4. History | 20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources. | 9.4.20.12 | U.S. History Era 6: Migration, Imperialism and Inequality. Interpret historical sources created by North American Indigenous peoples and other colonized peoples (such as Cubans, Filipinos, Puerto Ricans, Hawaiians, etc.) in order to examine the response to changes in federal Indian policy and/or foreign policy, especially regarding migration, forced removal, sovereignty, land ownership, education, religion and assimilation. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. |

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| 9 | 4. History | 21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past. | 9.4.21.15 | U.S. History Era 8: Civil Rights Struggles. Explain the difference between an immigrant and a refugee. Describe various immigrant, migrant and refugee groups, focusing on Hmong, Somali, Indian, Ethiopian and Latinx people who have come to the United States. Examine different responses to immigration and the growing diversity of the United States. |
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