

2021 K-12 Academic Standards in Social Studies: Ethnic Studies Strand Learning Progression

The 2021 K-12 Academic Standards in Social Studies includes five disciplinary strands, including citizenship and government, economics, geography, history, and ethnic studies. Each strand is divided into three-to-six anchor standards. The ethnic studies strand is comprised of three anchor standards and associated benchmarks. This document breaks down the progression of learning as relates to the ethnic studies strand in the social studies standards.

An Overview of Academic Standards and Benchmarks

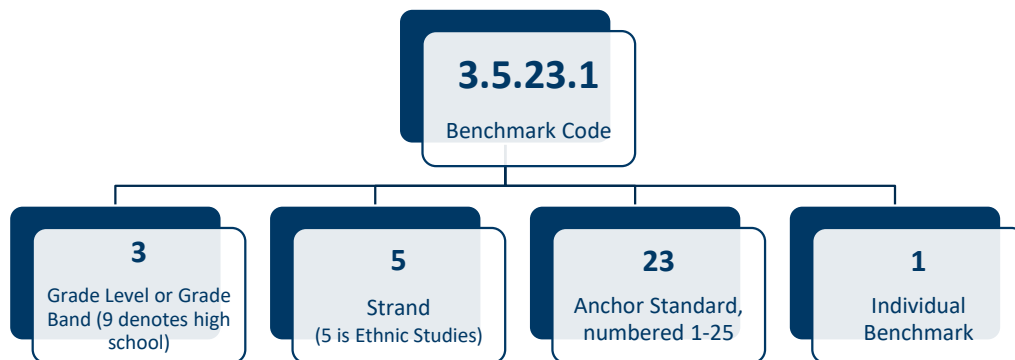
Academic Standards and Benchmarks

Academic standards and benchmarks are both defined in state statute.

- **Academic standards** are summary descriptions of student learning in a content area. They are broad descriptions of major concepts and skills that are repeated at multiple grade levels because they represent the “big picture.”
- **Benchmarks** represent the learning that is to be mastered by the end of a particular grade (in grades K–8) or grade band (in grades 9–12) in order to complete part of an academic standard.

Reading the Social Studies Standards and Benchmarks

Each benchmark has a four-digit code, which includes the grade level, strand, standard and benchmark.



Ethnic Studies Anchor Standards

Anchor Standard Twenty-Three: Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

Anchor Standard Twenty Four- Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.

Anchor Standard Twenty-Five- Ways of Knowing and 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 that could eliminate historical and contemporary injustices.

Anchor Standard Twenty-Three: Identity—Grades K-8

K

- K.5.23.1 Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets.

1

- 1.5.23.1 Identify examples of ethnicity, equality, liberation and systems of power. Use those examples to construct meanings for those terms.

2

- 2.5.23.1 Compare and contrast different ways of knowing, seeing and understanding land use, rights and ownership over time.
- 2.5.23.2 Identify how different groups have worked to protect the land and natural resources.

3

- No benchmark at this level.

4

- 4.5.23.1 Investigate government responses to migration and immigration both locally and nationally.
- 4.5.23.2 Explain the role that stereotypes and images based on race, religion, geography, ethnicity and gender play in the construction of an individual's/group's identity. Identify the implications associated with these stereotypes and images and how and why they may have changed over time.

5

- 5.5.23.1 Investigate name origins, identity and how language can be exclusionary and liberatory.

6

- 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.

7

- 7.5.23.1 Examine the benefits and consequences of power and privilege on issues associated with poverty, income and the accumulation of wealth.

8

- 8.5.23.1 Examine the cultures and histories of one or more ethnic groups who have immigrated to Minnesota since the 1950s.
- 8.5.23.2 Examine one or more of the major circumstances leading to the arrival of new immigrants and refugee groups to Minnesota since the 1950s.
- 8.5.23.3 Examine economic patterns of migration locally and nationally and explore push-and-pull factors that lead to economic investment, divestment and destabilization.

Anchor Standard Twenty-four: Resistance—Grades K-8

K

- K.5.24.1 Retell a story about an unfair experience that conveys a power imbalance (A personal experience or one from a story). Share what can be learned from this story.

1

- 1.5.24.1 Identify examples of how people care for each other as they work for change in communities.

2

- 2.5.24.1 Propose an idea to improve the relationship between humans and the environment.

3

- 3.5.24.1 Identify how various groups have advocated for self-determination and a more representative media.

4

- No benchmark at this level.

5

- 5.5.24.1 Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.

6

- 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 the student's 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.

7

- 7.5.24.1 Examine the goals and actions of community groups, organizations and other freedom movements that fought against injustices (i.e., local, national and global).
- 7.5.24.2 Investigate the struggle for immigration rights and the rights of all immigrants in the United States.

8

- 8.5.24.1 Examine the contributions immigrants in the United States have made on political ideas, agricultural developments, technological advancements and cultural traditions.

Anchor Standard Twenty-five: Ways of Knowing and Methodologies—Grades K-8

K

- K.5.25.1 Describe the importance of first peoples'/Indigenous peoples' relationships to land, water and the non-human world.

1

- No benchmark at this level.

2

- 2.5.25.1 Describe how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.
- 2.5.25.2 Explore the importance of first peoples'/Indigenous peoples' interactions to land, water and the non-human world.

3

- No benchmark at this grade level.

4

- 4.5.25.1 Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.
- 4.5.25.2 Identify examples of individuals or groups who have had an impact on world history. Explain how the actions of these individuals and groups have helped shape the world around them and the world today.

5

- 5.5.25.1 Explore the history of surveillance and oversight in early America and examine their ties to contemporary systems and structures of surveillance and oversight.

6

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

7

- 7.5.25.1 Examine the impact and memory of U.S. expansion and native dispossession today and how it's memorialized.
- 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 and contrast strategies and objectives of movements today with movements in the past.

8

- 8.5.25.1 Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.

High School Ethnic Studies Progression

Anchor Standard 23

- 9.5.23.1 Analyze how the definitions, identifications and understanding of racial and ethnic groups have changed over time as a result of politics.
- 9.5.23.2 Examine the construction of racialized hierarchies based on colorism and dominant European beauty standards and values. Examine the construction of hierarchies based on classism, racism, colorism and dominant beauty standards and values.
- 9.5.23.3 Investigate the connection between language and power, and how it has been used for and against various racialized and ethnic groups.
- 9.5.23.4 Investigate how the establishment of the Minnesota and U.S. government upheld and violated ideas of freedom, equality and justice for individuals and groups.
- 9.5.23.5 Examine the impact of U.S. imperialism and foreign policy on immigration patterns.
- 9.5.23.6 Describe and analyze examples of how religions develop and change over time in response to differing social, historical, and political contexts including but not limited to Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, indigenous religious traditions in Africa and the Americas and African diasporic religions.

Anchor Standard 24

- 9.5.24.1 Compare and contrast the liberation struggles of people in different regions of the world that have fought for self-determination, liberation, and the empowerment of disenfranchised and/or marginalized groups.
- 9.5.24.2 Examine the characteristics of freedom movements; develop an analysis of racial capitalism, political economy, anti-Blackness, Indigenous sovereignty, illegality and indigeneity.

Anchor Standard 25

- 9.5.25.1 Evaluate the legacy and lasting effects of the civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns.
- 9.5.25.2 Analyze contemporary representations (Indigenous and non-Indigenous) of Indigenous history, iconography, imagery, symbolism and culture today.
- 9.5.25.3 Apply methodologies of fugitivity to map-making, economics and education.
- 9.5.25.4 Explore how criminality is constructed and how social, political and legal systems define a person as a criminal, and the possible impact of that label on individuals and communities.