

MN English Language Arts Standards (2010)				
Grade Level	Course(s)	Benchmark	Description	Curriculum Resources
2	English Language Arts	2.1.9.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.	
4	English Language Arts	4.1.9.9	Compare and contrast treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures, including American Indian.	A Boy Called Slow: The True Story of Sitting Bull Raven and Owl Give the Gift of Fire How the Moon and Sun Got Up in the Sky
4	English Language Arts	4.2.6.6	Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.	U.S.-Dakota War of 1862 Oral Traditions Collection- MN Historical Society
6	English Language Arts	6.4.6.6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.	Broken Blade- Durbin The Birchbark House- Erdich Black Elk's Vision: A Lakota Story- Nelson Do All Indians Live in Tipis?: Questions and Answers from the National Museum of the American Indian The Girl Who Helped Thunder and Other Native American Folktales- Bruchac Buffalo Woman- Goble Tatanka and the Lakota People: A Creation Story- Montileaux American Indian Stories and Legends- Chambers
6	English Language Arts	6.4.9.9	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians in terms of their approaches to similar themes and topics	Broken Blade- Durbin The Birchbark House- Erdich Black Elk's Vision: A Lakota Story- Nelson Do All Indians Live in Tipis?: Questions and Answers from the National Museum of the American Indian The Girl Who Helped Thunder and Other Native American Folktales- Bruchac Buffalo Woman- Goble Tatanka and the Lakota People: A Creation Story- Montileaux American Indian Stories and Legends- Chambers
6	English Language Arts	6.5.9.9	Compare and contrast one author's presentations of events, including events related to Minnesota American Indians, with that of another.	George Bonga- MN Historical Society MNopedia Snake River Fur Post Resources- MN Historical Society
7	English Language Arts	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, 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	English Language Arts	7.5.9.9	Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
8	English Language Arts	8.4.2.2	Determine a theme or central idea of a text, including those by and about Minnesota American Indians, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	The Medicine Bag- Virginia Driving Hawk Sneve
8	English Language Arts	8.4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, including describing how the material is rendered new	The Medicine Bag- Virginia Driving Hawk Sneve
8	English Language Arts	8.5.9.9	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
9-10	English 9 & English 10	9.9.1.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 issues including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.	
9-10		9.12.6.6	Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.	
9-10		9.12.9.9	Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.	
11-12	English 11	11.4.9.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.	Museum Indians- Susan Power
11-12	English 11 & English 12	11.9.1.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.	
11-12		11.12.6.6	Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issues by assessing the authors' claims, reasoning, and evidence.	

MN Social Studies Standards (2011)				
Grade Level	Course(s)	Benchmark	Description	Curriculum Resources
2	Soc. Studies	2.4.2.4.1	Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.	Ojibwe Indians- Williams Lakota Indians- Yacowitz Life in an Anishinaabe Camp- Walker Life in a Plains Camp- Kalman The Sioux: The Past and Present of the Dakota, Lakota, and Nakota- Bowman The Sugarbush- Laduke Ojibwe Four Seasons Videos & Teacher Guide
4	Soc. Studies	4.1.1.1	Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.	American Indian Sovereignty Lessons- Office of Indian Ed., MDE
5	Soc. Studies	5.4.4.15.1	Describe complex urban societies that existed in Mesoamerica and North America before 1500.	American Indians (Brainpop Video) Mesoamerica (Brainpop Video) Aztec Civilization (Brainpop Video) Iroquois Confederacy (Brainpop Video) Teotihuacan (Reading A-Z) Discovery in the Americas? (Reading A-Z)
5	Soc. Studies	5.4.4.16.2	Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.	The Columbian Exchange (Brainpop Video)
6	Soc. Studies	6.1.4.11.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.	Northern Lights Chp 3: Early Ojibwe Chp 6: The Land Changes Hands
6	Soc. Studies	6.4.4.15.1	Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples.	Northern Lights Chp 3: Early Dakota Chp 4: Early Ojibwe Chp 5: Fur Trade
6	Soc. Studies	6.4.4.16.1	Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries.	Northern Lights Chp 5: Fur Trade
6	Soc. Studies	6.4.4.18.2	Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region.	Northern Lights Chp 6: The Land Changes Hands Chp 7: Minnesota's Newcomers
6	Soc. Studies	6.4.4.19.3	Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war.	Northern Lights Chp 9: U.S.-Dakota War of 1862
6	Soc. Studies	6.4.4.20.4	Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship.	Northern Lights Chp 13: The Common Good
7	Soc. Studies	7.4.4.18.1	Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation.	History Alive Chp 15: Manifest Destiny and the Growing Nation
7	Soc. Studies	7.4.4.20.4	Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations.	History Alive Chp 23: Tensions in the West
7	Soc. Studies	7.4.4.22.6	Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance.	History Alive Chp 31: The Civil Rights Movement (includes information about the American Indian Civil Rights Movement and the Indian Civil Rights Act of 1968)
9-12	Soc. Studies 9	9.1.5.10.1	Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government.	Building Citizenship Chp 1: Americans, Citizenship, and Governments American Indian Sovereignty Lessons- Office of Indian Ed., MDE
9-12	U.S. History	9.4.4.15.1	Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations (Before European Contact).	The Americans Chp 1: Three Worlds Meet
9-12	U.S. History	9.4.4.15.2	Describe change over time in selected indigenous nations, including migration, trade and conflict (Before European Contact).	The Americans Chp 1: Three Worlds Meet Chp 2: The American Colonies Emerge
9-12	U.S. History	9.4.4.16.5	Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization (1585-1763).	The Americans Chp 2: The American Colonies Emerge Chp 3: The Colonies Come of Age
9-12	U.S. History	9.4.4.18.2	Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. (1792-1861)	The Americans Chp 6: Launching the New Nation Chp 7: Balancing Nationalism and Sectionalism Chp 9: Expanding Markets and Moving West
9-12	U.S. History	9.4.4.20.4	Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (1870-1920)	The Americans Chp 13: Changes on the Western Frontier
9-12	U.S. History	9.4.4.22.5	Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American (1945-1989).	The Americans Chp 27: The Postwar Boom Chp 28: The New Frontier and the Great Society Chp 29: Civil Rights Chp 31: An Era of Social Change Chp 33: The Conservative Tide
9-12	U.S. History	9.4.4.22.8	Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations (1945-1989).	The Americans Chp 27: The Postwar Boom Chp 31: An Era of Social Change Chp 33: The Conservative Tide

MN Arts Standards (2018)				
Grade Level	Course(s)	Benchmark	Description	Curriculum Resources
<b>Dance</b>				
2	Not offered	1.2.5.10.1	Relate a dance to the people or environment from which it originates, including dances of Minnesota American Indian tribes and communities.	Currently in review
5	Not offered	1.5.5.10.1	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.	
6	Not offered	1.6.5.10.1	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.	
7	Not offered	1.7.5.10.1	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.	
8	Not offered	1.8.5.10.1	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.	
9-12	Not offered	1.9.5.10.1	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.	
<b>Music</b>				
1	Music	3.1.5.10.1	Sing, play instruments or listen to music from various cultures, including music from Minnesota American Indian tribes and communities.	
6	Band Orchestra Choir Music Appreciation	3.6.5.10.1	Explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities.	
<b>Theater</b>				
3	Not offered	4.3.5.10.1	Analyze connections between community, social issues (including contributions of Minnesota American Indian tribes and communities) and other content areas to a work.	
5	Not offered	4.5.5.10.1	Investigate historical, global and social issues expressed in a work, including contributions of Minnesota American Indian tribes and communities.	
6	Not offered	4.6.5.10.1	Select themes or social issues (including contributions of Minnesota American Indian tribes and communities) and express them through a work.	
7	Not offered	4.7.5.10.1	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.	
8	Not offered	4.8.5.10.1	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.	
9-12	Currently in review	4.9.5.10.1	Determine how personal, societal, cultural, global, and historical contexts (including those of Minnesota American Indian tribes and communities) affect creative choices for a work.	
<b>Visual Arts</b>				
6	Art	5.6.5.10.1	Identify how art reflects changing times, traditions, resources, and cultural uses, including those of Minnesota American Indian tribes and communities.	
<b>Media Arts</b>				
None				

MN Science Standards (2019- in rulemaking)				
Grade Level	Course(s)	Benchmark	Description	Curriculum Resources
1	Currently in review	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.	Currently in review
2		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.	
3		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.	
4		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.	
6		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.	
7		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 ecosystems.	
9-12		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.	
9-12		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.	
9-12		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.	