

2011 Minnesota K-12 Academic Standards in Social Studies.

6th Grade		
Strand	Code	Benchmark
Citizenship & Government	6.1.1.1.1	Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.
Citizenship & Government	6.1.1.1.2	Use graphic data to analyze information about a public issue in state or local government.
Citizenship & Government	6.1.1.1.3	Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.
Citizenship & Government	6.1.3.4.1	Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments.
Citizenship & Government	6.1.3.5.1	Define citizenship in the United States and explain that individuals become citizens by birth or naturalization.
Citizenship & Government	6.1.4.6.1	Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch.
Citizenship & Government	6.1.4.6.2	Define federalism and describe the relationship between the powers of the federal and state governments.
Citizenship & Government	6.1.4.6.3	Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights.
Citizenship & Government	6.1.4.6.4	Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them.

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Citizenship & Government	6.1.4.6.5	Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state and local laws.
Citizenship & Government	6.1.4.6.7	Compare and contrast the basic structures, functions and ways of funding state and local governments.
Citizenship & Government	6.1.5.10.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
Economics	6.2.1.1.1	Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.
Economics	6.2.2.2.1	Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one's income.
Economics	6.2.4.5.1	Describe the movement of goods and services, resources and money through markets in a market based economy.
Economics	6.2.4.8.1	Explain why federal and state governments regulate economic activity to promote public well-being.
Geography	6.3.1.1.1	Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the "TODALSS" map basics, as well as points, lines and colored areas to display spatial information.
Geography	6.3.3.6.1	Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.
Geography	6.3.4.10.1	Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time.
History	6.4.1.2.1	Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

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History	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. (Before European Contact)
History	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. (Colonization and Settlement: 1585-1763)
History	6.4.4.18.1	Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861)
History	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. (Expansion and Reform: 1792-1861)
History	6.4.4.18.3	Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861)
History	6.4.4.19.1	Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850- 1877)
History	6.4.4.19.2	Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)
History	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. (Civil War and Reconstruction: 1850-1877)
History	6.4.4.20.1	Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920. (Development of an Industrial United States: 1870-1920)
History	6.4.4.20.2	Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. (Development of an Industrial United States: 1870- 1920)

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History	6.4.4.20.3	Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920)
History	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. (Development of an industrial United States: 1870-1920)
History	6.4.4.20.5	Describe the political and social culture of Minnesota during World War I and how it affected Minnesotans. (Development of an Industrial United States: 1870- 1920)
History	6.4.4.21.1	Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945)
History	6.4.4.21.2	Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945)
History	6.4.4.21.3	Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The Great Depression and World War II: 1920-1945)
History	6.4.4.21.4	Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. (The Great Depression and World War II: 1920-1945)
History	6.4.4.22.1	Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota's people. (Post-World War II United States: 1945-1989)
History	6.4.4.22.2	Describe civil rights and conservation movements in post- World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945—1989)
History	6.4.4.22.3	Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (post World War II United States: 1945-1989)

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History	6.4.4.23.1	Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)
History	6.4.4.23.2	Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present)