

Compare: Minnesota Rules vs. Minnesota Learning Project

Draft 1.0 | September 2026 | Audience: school boards, parents, policymakers

Draft governing framework - not adopted Minnesota law.

This comparison is explanatory. Minnesota requirements should be checked against current law and rule; the MLP column is a draft proposal.

Topic	Minnesota current direction	MLP proposal
Purpose	Statewide social studies standards include academic, civic and social objectives.	Judge the system primarily by demonstrable academic and adult competence.
Identity	Ethnic studies standards include analysis of social identities and power.	Study identity as a subject of history/social analysis without requiring adoption of a prescribed identity framework.
Oppression language	Ethnic studies methodology addresses systems of oppression and elimination of injustice.	Teach slavery, discrimination, dispossession and institutional failures using evidence without making one theory the required method.
Resistance/student action	Standards include resistance, liberation and strategies for change.	Study movements and strategies historically; do not require political participation for academic credit.
"Organize with others"	Minn. R. 3501.1350 includes a benchmark directing students to organize with others in activities that could further rights and dignity.	Remove compelled organizing from statewide mastery. Civic participation may be taught and may be voluntary.
Slavery, civil rights, treaties	These subjects remain required parts of Minnesota social studies.	Keep them; teach accurately, chronologically and at developmentally appropriate depth.
Geography	Dedicated geography strand.	Strengthen practical geography, mapping, regions, resources, movement and political boundaries.
Government mechanics	Current standards include institutions, processes and public policy.	Center actual authority, budgets, taxation, courts, elections, school boards, cities, counties, townships, agencies, zoning and public meetings.
Student products	Students analyze, argue, discuss, plan and in some standards organize.	Assess explanations, arguments, maps, research, quantitative work, timelines and civic knowledge - not political agreement or participation method.

Teaching honest history is not the fight. The fight is whether students must use one political method and organize as part of the grade.