

Resolution Establishing Knowledge-Based Social Studies and Civic Instruction

Audience: Minnesota school boards and district leaders

A model resolution for knowledge-based social studies with civic mechanics and honest history.

Resolution

BE IT RESOLVED that district social studies curriculum shall provide substantial instruction in history, geography, economics, government, civic mechanics, and histories that have been omitted or insufficiently taught. Students shall study slavery, abolition, Reconstruction, civil rights, treaties, Tribal sovereignty, Indigenous history, discrimination, reform movements, and the consequences of government policy accurately and proportionately.

Students should learn how public institutions work: who has legal authority, who pays, how laws and ordinances are made, how courts function, how elections operate, how school boards and local governments act, and how residents access public meetings and records.

Academic mastery should be based on knowledge, evidence, reasoning, and civic understanding rather than required adoption of a prescribed liberation methodology or participation in real-world political organizing for credit.

Purpose

The purpose is to keep difficult history and omitted histories in the curriculum while making factual knowledge, evidence, and civic competence the statewide and local academic center.

Status: Draft framework; not adopted law. This model is intended for local review and adaptation consistent with applicable Minnesota and federal law.