



Course Updates

Personal Finance, Civics, and Ethnic Studies

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Presentation Outcomes

Board members will:

- learn about the statutory requirements around Personal Finance, Civics, and Ethnic Studies;
- learn how Osseo is meeting these requirements .



Background

- 2023 Legislative Session
- Graduation Requirements
 - Personal Finance
 - Government and Civics
- Ethnic Studies Course Offerings

Civics and Government

120B.021 REQUIRED ACADEMIC STANDARDS.

Students are also required to satisfactorily complete three and one-half credits of social studies, including credit for a course in government and citizenship in **either grade 11 or 12 for students beginning grade 9 in the 2025-26** school year and later

- Prior to Legislation
 - 9th grade Human Geography
 - 10th grade-US History
 - 11th grade-World History
 - 12th grade- Economics & Government & Citizenship
- No change in course offerings

Personal Finance-All new

120B.024 CREDITS

(b) Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

- Prior to legislation
 - Elective
 - Open to all
- Required
 - After 9th grade

Personal Finance

- Business and Social Studies teachers
- Adopt a curriculum
 - Reviewed 7
 - Next Gen Personal Finance
 - Aligned to MN Guidance
- Units of Study
 - Behavioral Economics
 - Earning & Income
 - Financial Systems
 - Credit & Debt
 - Risk Management
 - Budgeting & Investing



Ethnic Studies Course Offerings-All new

120B.251 ETHNIC STUDIES REQUIREMENTS

Starting in the 2026-2027 school year, a district or charter school high school must offer an ethnic studies course that fulfills the requirements of this paragraph. Nothing in this section increases or otherwise affects the number of credits required for graduation under section [120B.024](#). An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local academic standards or other requirements.

- Students are NOT required to take these courses.
- Several Electives
 - Race and Culture I & II
 - African and American Literature
 - LGBTQ+ Literature
 - Ethnic Studies
 - LGBTQ+ Studies I & II
 - AP African American Studies

Graduation Requirements

Notes:

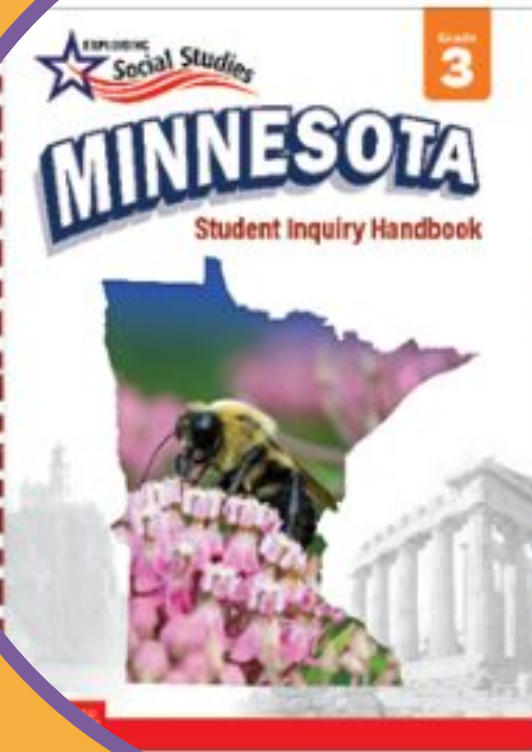
- All requirements are three credits unless otherwise noted
- Some courses may have a replacement option for credit. See each department's page for details.

CREDITS	GRADE 9	GRADE 10	GRADE 11	GRADE 12	CREDITS
 ENGLISH	ENGLISH 9	ENGLISH 10	ENGLISH 11	ENGLISH 12	12
 MATH	NON-LINEAR ALGEBRA*	GEOMETRY*	ALGEBRA 2*		9
 SCIENCE	SCIENCE 9	MGSH, PCSH, & 279 ONLINE: BIOLOGY OSH: CHEMISTRY OR PHYSICS	MGSH, PCSH, & 279 ONLINE: CHEMISTRY OR PHYSICS OSH: BIOLOGY		9
 SOCIAL STUDIES	HUMAN GEOGRAPHY (2)	U.S. HISTORY	WORLD HISTORY	ECONOMICS (1) + GOV'T & CITIZENSHIP (1)	10
 HEALTH	MAY BE TAKEN IN ANY GRADE LEVEL				1
 LIFE FITNESS	MAY BE TAKEN IN ANY GRADE LEVEL				1
 FINE ARTS	MAY BE TAKEN IN ANY GRADE LEVEL				3
 ELECTIVES	MAY BE TAKEN IN ANY GRADE LEVEL				18
 PERSONAL FINANCE	MAY BE TAKEN IN 10 TH , 11 TH OR 12 TH GRADE added graduation requirement by State of Minnesota				1
TOTAL CREDITS REQUIRED TO GRADUATE					64



Social Studies Standards

- Approved 2021
- Full implementation by 2026-2027 school year
- Most Osseo Social Studies materials K-12 were from pre-2010.



Social Studies Materials

- **K-5-Exploring Social Studies MN**
- 6th grade-Northern Lights
- **7th grade- US History Interactive**
- **8th grade-Learning World Cultures & Geography**
- **9th grade-Exploring Geography & Global Issues**
- **10th grade-US History Interactive**
- **11th grade-World History Interactive**
- 12th grade
 - Government & Magruder's Civics-American Government
 - Economics-Locally developed



Ethnic Studies Standards

- One of five anchor standards taught K-12
 - Citizenship and Government
 - Economics
 - Geography
 - History
 - Ethnic Studies
- Embedded into each grade K-8
- High School writing teams placed by grade level and course

Ethnic Studies 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.

Ethnic Studies Standards In Practice

Kindergarten

MN Benchmark: 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.

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.

Ethnic Studies Standards In Practice

Playing Fair

Unit 4



Guiding Question: Why is it important to be fair?

Directions: Listen to the text.* Then, answer the questions.

Maria was playing blocks with her big brother Sam. Sam took all the red blocks. He did not share. Maria felt sad.

1. Circle how Maria feels.



2. What can Sam do to be fair?

3. Draw a picture of Sam and Maria playing fairly.

What would you have done if you were Maria?



***Teacher Directions:** Read the text to students.

A Personal Story

Unit 4

Directions: Draw a picture of a time something unfair happened to you or a friend. Answer the questions.

1. What is happening in the picture you drew?

2. What could have been done to make things fair?

Ethnic Studies Standards In Practice

Grade 4

MN Benchmark: Identify the processes and impacts of colonization and examine how discrimination and oppression of various racial and ethnic groups have produced resistance movements.

Unit 3: Migration, Identity, and History

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.

Ethnic Studies Standards In Practice

Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Students examine the primary sources and answer questions, and the teacher assigns script roles.	Students read example sentences with different tones and apply that knowledge when practicing the script.	Students research life among the Nez Perce and practice the script.	Students draw pictures, write songs or poems, and practice the script.	Students present a final rehearsed version of the reader's theater and/or take the assessments.

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.

Ethnic Studies Standards In Practice



Act 2

Yellow Bull: The earth is frozen by an early snow, and our people's spirits are weakened by fatigue.

Chief Joseph: Yes, we have been resting at Bear Paw Mountain for two days now. We are just 42 miles from safety at the Canadian border. This break has helped to revive some of our people.

Yellow Bull: Chief Joseph, Looking Glass's scouts told me that they did not see a trace of General Howard and his army. We suspect that he is at least a few days behind us.

Chief Joseph: Our people are worn and tired, but I believe General Howard and his soldiers are just as weary. Perhaps now he has given up the chase after three months of pursuing us over 1,500 miles of mountains and valleys.

Yellow Bull: But even if they have given up their pursuit, we must move again. The weather is changing and another snowstorm approaches. Soon it will be too dangerous to cover the terrain.



Chief Joseph: Yes, that is so. With a good lead, we will regain our strength as we move to Canada to seek Sitting Bull's protection. Another two days of travel is all that we will need.

Yellow Bull: If only my son, Red Moccasin Tops, and his foolish friends had not killed the four white men several months ago, we would not be so far from our home where our fathers lie with Great Spirit.

Chief Joseph: Until that terrible day, the Nez Perce could claim we had never harmed a white man.

Yellow Bull: The friendship our fathers had made with the explorers Lewis and Clark had been honored all of those years, until my son and the others behaved so poorly.

Chief Joseph: It was not entirely your son's fault. First, President Grant cancelled the order of 1873 that had protected one million acres of our fathers' land from white settlers. Then, General Howard demanded that we move to the Lapwai Reservation in 30 days, and everything the young braves knew and loved was to be left behind. It was just too much for Red Moccasin Tops and his friends to bear.

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.



Pause and Process

- What questions might you have about the statutory requirements of the courses presented?
- Other questions?



**Osseo Area
Schools**