Minnesota Social Studies

First Grade: Foundations of Social Studies – Communities and Culture

Citizenship and Government

1 **Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.** 1.1.1.1

Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.

2 **Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.** 1.1.2.1

Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.

3 **Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.** 1.1.3.1

List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.

4 **Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.** 1.1.4.1

Identify characteristics of effective rules and participate in a process to establish classroom rules.

4 **Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.** 1.1.4.2

Explain how voting determines who will be president and vice president and identify the president and vice president.

6 **Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.** 1.1.6.1

Identify a Tribal Nation in Minnesota and list what unites the members as a nation.

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Economics

7 **Economic Inquiry: Use economic models and reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of the proposed solution on various communities that would be affected.** 1.2.7.1

Use cost-benefit analysis for two available alternatives to make a decision.

8 **Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.** 1.2.8.1

Define scarcity as not having enough of something to satisfy everyone's wants and give examples.

9 **Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.** 1.2.9.1

Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).

11 **Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.** 1.2.11.1

Explain that an economy is a system for using resources and distributing goods and services within a community.

12 **Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.** 1.2.12.1

List examples of goods that people buy from different countries.

Geography

13 **Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.** 1.3.13.1

Create sketch maps and describe the location of items and places shown using positional words or addresses. Ask spatial questions about the map.

14 **Places and Regions: Describe places and regions, explaining how they are influenced by power structures.** 1.3.14.1

Describe the unifying characteristics of specific classroom and school regions.

15 **Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.** 1.3.15.1

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Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.

History

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 1.4.18.1

Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 1.4.19.1

Examine multiple accounts of an event, identifying different perspectives.

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 1.4.20.1

Investigate historical sources to describe how people lived at a particular time in the past. Identify who created the source.

21 **Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.** 1.4.21.1

Create a timeline to identify a sequence of events in a student's life or community.

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 1.4.22.1

Describe how a person or group in the past worked to make things fairer for people at that time and identify the legacy (lasting impact) of their work today.

Ethnic Studies

23 **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.** 1.5.23.1

Identify examples of ethnicity, equality, liberation and systems of power. Use those examples to construct meanings for those terms.

24 **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.** 1.5.24.1

Identify examples of how people care for each other as they work for change in communities.