Minnesota Social Studies

Kindergarten: Foundations of Social Studies—Family and Community

Citizenship and Government

1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation. K.1.1.1

Demonstrate civic skills in a classroom that reflect an understanding of civic values by identifying a classroom goal and listing ways that students work together using civic skills to address a need or goal.

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. K.1.2.1

Consider and describe ways group members show they belong to the group.

3 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society. K.1.3.1

List personal group associations and name personal roles and responsibilities to each of those groups.

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. K.1.4.1

Identify examples of rules in the school and neighborhood community and explain why they exist. Describe incentives for following rules and consequences for breaking rules.

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. K.2.7.1

Use cost-benefit analysis as a group to solve a problem.

9 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into onsideration historical and contemporary conditions that either inhibit or dvance the creation of individual and generational wealth. K.2.9.1

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

10 **Microeconomics: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.** K.2.10.1

Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Identify goods and services that could satisfy a specific need or want.

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.** K.2.12.1

Explain why people agree to trade.

Geography

13 **Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.** K.3.13.1

Explain or show routes between locations using both fixed and dynamic maps from local to global scales.

14 **Places and Regions: Describe places and regions, explaining how they are influenced by power structures.** K.3.14.1

Identify physical and human characteristics and find examples in the local community and within stories.

17 **Culture: Investigate how sense of place is impacted by different cultural perspectives.** K.3.17.1

Create a representation of a favorite place. Explain why it is important to them and how it makes them feel.

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.** K.4.18.1

Ask historical questions about a past event in an individual's family, school or local community.

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** K.4.19.1

Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.

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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. K.4.20.1

Describe how people learn about the past by identifying different types of historical sources and asking what can be learned from those sources.

21 **Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.** K.4.21.1

Use a variety of words to reference time in the past, present and future. Identify the beginning, middle and end of diverse historical stories.

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.** K.4.22.1

Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.

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.** K.5.23.1

Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets.

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.** K.5.24.1

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.

25 **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.** K.5.25.1