



K- 5 Academic Standards in  
Social Studies

June 2013

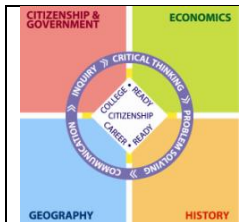
**Word Tables of Standards ONLY**

**This Word version of the 2.17.12 social studies standards (DRAFT for Rulemaking 2.17.12) document contains the standards ONLY; no explanatory information is provided.**

## ***Special Note for Bemidji Elementary Schools:***

*The Bemidji Elementary Social Studies Curriculum Committee encourages all classroom teachers to incorporate both LOCAL and STATE content wherever applicable within the Minnesota K-5 Academic Standards in Social Studies. Examples have been added to the Benchmarks (last column on each page) and are **MARKED WITH A DOUBLE ASTERISK (\*\*)** and **PRINTED IN BOLD ITALIC TEXT** throughout the Standards document.*

### **Kindergarten: Foundations of Social Studies**



In kindergarten, students are introduced to the four social studies disciplines of citizenship and government, economics, geography and history. They learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America's civic identity, while also learning how cultures differ from one another. They use simple geographical tools and historical stories to explore various places and times. Students also develop an understanding of basic economic concepts related to scarcity—a key concept in the decision making process.

Minnesota K-12 Academic Standards in Social Studies

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
K	1. Citizenship and Government	1. Civic Skills	1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.	0.1.1.1.1	Demonstrate civic skills in a classroom that reflect an understanding of civic values.  <i>For example:</i> Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship.
		2. Civic Values and Principles of Democracy	2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.	0.1.2.2.1	Describe symbols, songs and traditions that identify our nation, state, <b>**and community</b> .  <i>For example:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag,  <b>** Minnesota state flower and state bird; Paul Bunyan</b>
		4. Governmental Institutions and Political Processes	8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	0.1.4.8.1	Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.

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Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
K	2. Economics	1. Economic Reasoning Skills	1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	0.2.1.1.1	Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). <i>For example:</i> Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.
				0.2.1.1.2	Identify goods and services that could satisfy a specific need or want. <i>For example:</i> The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.
		3. Fundamental Concepts	5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	0.2.3.5.1	Distinguish between goods (objects that can be seen or touched) and services (actions or activities). <i>For example:</i> Goods—apple, shirt, toy. Services—haircut, bus ride, bicycle repair.

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K	3. Geography	1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	0.3.1.1.1	Describe spatial information depicted in simple drawings and pictures. <i>For example:</i> While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.
		1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	0.3.1.1.2	Describe a map and a globe as a representation of a space.
		2. Places and Regions	3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	0.3.2.3.1	Identify the physical and human characteristics of places, including real and imagined places. <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.

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K	4. History	1. Historical Thinking Skills	1. Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	0.4.1.1.1	Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories. <i>For example:</i> Words referencing time—yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years.
			2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	0.4.1.2.1	Describe ways people learn about the past. <i>For example:</i> Learning from elders, photos, artifacts, buildings, diaries, stories, videos.
		2. Peoples, Cultures and Change Over Time	4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	0.4.2.4.1	Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. <i>For example:</i> How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.