

Minnesota Academic Standards: Kindergarten



Introduction

This document contains all of the Minnesota kindergarten academic standards in the content areas of Arts, English Language Arts, Mathematics, Science and Social Studies*. For each content area there is a short overview followed by a coding diagram of how the standards are organized and displayed. This document is adapted from the official versions of the [Minnesota K-12 Academic Standards](https://education.mn.gov/MDE/dse/stds/) (https://education.mn.gov/MDE/dse/stds/)

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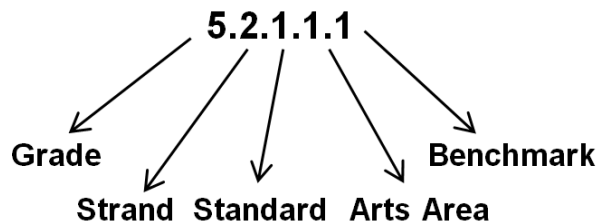
*Students must also complete Physical Education standards. Information about the Physical Education standards can be found at [Minnesota K-12 Academic Standards in Physical Education](https://education.state.mn.gov/MDE/EdExc/StanCurri/K-12AcademicStandards/HealthPhysEduc/index.html) (https://education.state.mn.gov/MDE/EdExc/StanCurri/K-12AcademicStandards/HealthPhysEduc/index.html).

Minnesota Academic Standards in the Arts



Overview

The Minnesota Academic Standards in the Arts set the expectations for achievement in the arts for K-12 students in Minnesota. The Minnesota Academic Standards in the Arts are banded by grade: K-3, 4-5, 6-8 and 9-12 grades and are organized into four content strands that foster the development of students' artistic literacy: 1) Artistic Foundations, 2) Artistic Process: Create or Make, 3) Artistic Process: Perform or Present and 4) Artistic Process: Respond or Critique. Each strand has one or more standards that can be implemented in the arts areas of dance, media arts, music, theater and/or visual arts. The benchmarks for each standard are designated by a 5-digit code. Use the diagram of the code below for easy reference to standards and benchmarks in subsequent grades.



The official Minnesota K-12 Academic Standards in the Arts (2008) document can be found at [Minnesota K-12 Academic Standards in the Arts](https://education.state.mn.us.govMDE/EdExc/StanCurri/K-12AcademicStandards/Arts/index.html) (<https://education.state.mn.us.govMDE/EdExc/StanCurri/K-12AcademicStandards/Arts/index.html>).

Minnesota Academic Standards in the Arts: Grades K-3

1. Artistic Foundations

Standard 1: Demonstrate knowledge of the foundations of the arts area.

| Code | Arts Area | Benchmarks |
|-----------|----------------|--|
| 0.1.1.1.1 | 1. Dance | 1. Identify the elements of dance including body, action, space, time and energy. |
| 0.1.1.2.1 | 2. Media Arts | 1. Identify the elements in media arts such as image, sound, space, time, motion and sequence. |
| 0.1.1.3.1 | 3. Music | 1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. |
| 0.1.1.4.1 | 4. Theater | 1. Identify the elements of theater including plot, theme, character, language, sound and spectacle. |
| 0.1.1.5.1 | 5. Visual Arts | 1. Identify the elements of visual art including color, line, shape, texture and space. |

Standard 2: Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

| Code | Arts Area | Benchmarks |
|-----------|----------------|--|
| 0.1.2.1.1 | 1. Dance | 1. Demonstrate replicated and improvised movement using control and coordination. |
| 0.1.2.1.2 | 1. Dance | 2. Identify technology in a variety of dance contexts for research and feedback. |
| 0.1.2.2.1 | 2. Media Arts | 1. Identify how hardware such as digital still cameras, digital video camcorders and computers are used for creation of media arts. |
| 0.1.2.2.2 | 2. Media Arts | 2. Identify the functions of software such as photo-editing, video-editing and sound-editing tools, in creating original products for expressive intent. |
| 0.1.2.3.1 | 3. Music | 1. Read and notate music using a system of notation such as solfege, numbers or symbols. |
| 0.1.2.3.2 | 3. Music | 2. Sing and play with accurate pitch, rhythm and expressive intent. |
| 0.1.2.4.1 | 4. Theater | 1. Demonstrate skills such as improvising, creating character and selecting costumes for dramatizations. |
| 0.1.2.5.1 | 5. Visual Arts | 1. Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture. |

Standard 3: Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

| Code | Arts Area | Benchmarks |
|-----------|----------------|---|
| 0.1.3.1.1 | 1. Dance | 1. Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. |
| 0.1.3.2.1 | 2. Media Arts | 1. Identify the characteristics of works in media art from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. |
| 0.1.3.3.1 | 3. Music | 1. Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities. |
| 0.1.3.4.1 | 4. Theater | 1. Identify the characteristics of works in theater from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. |
| 0.1.3.5.1 | 5. Visual Arts | 1. Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. |

2. Artistic Process: Create or Make

Standard 1: Create or make in a variety of contexts in the arts area using the artistic foundations.

| Code | Arts Area | Benchmarks |
|-----------|----------------|---|
| 0.2.1.1.1 | 1. Dance | 1. Improvise or choreograph dance ideas that communicate an experience or theme. |
| 0.2.1.1.2 | 1. Dance | 2. Revise creative work based on the feedback of others. |
| 0.2.1.2.1 | 2. Media Arts | 1. Create original media artworks to express ideas, experiences or stories. |
| 0.2.1.2.2 | 2. Media Arts | 2. Revise creative work based on the feedback of others. |
| 0.2.1.3.1 | 3. Music | 1. Improvise or compose to express musical ideas using the voice or an instrument. |
| 0.2.1.3.2 | 3. Music | 2. Revise a creation based on the feedback of others. |
| 0.2.1.4.1 | 4. Theater | 1. Create images or express ideas through the use of movement, sound and language. |
| 0.2.1.4.2 | 4. Theater | 2. Revise a creation based on the feedback of others. |
| 0.2.1.5.1 | 5. Visual Arts | 1. Create original two- and three- dimensional artworks to express ideas, experiences or stories. |
| 0.2.1.5.2 | 5. Visual Arts | 2. Revise an artwork based on the feedback of others. |

3. Artistic Process: Perform or Present

Standard 1: Perform or present in a variety of contexts in the arts area using the artistic foundations.

| Code | Arts Area | Benchmarks |
|-----------|----------------|--|
| 0.3.1.1.1 | 1. Dance | 1. Interpret and perform sequences of movement with a beginning, middle and end that communicate a life experience, theme or idea. |
| 0.3.1.1.2 | 1. Dance | 2. Reflect on a presentation based on the feedback of others. |
| 0.3.1.2.1 | 2. Media Arts | 1. Share and describe a personal media artwork. |
| 0.3.1.2.2 | 2. Media Arts | 2. Reflect on a presentation based on the feedback of others. |
| 0.3.1.3.1 | 3. Music | 1. Sing and play a varied repertoire that includes simple rhythms and melodies. |
| 0.3.1.3.2 | 3. Music | 2. Reflect on a performance based on the feedback of others. |
| 0.3.1.4.1 | 4. Theater | 1. Interpret and perform a variety of characters using voice, movement and props. |
| 0.3.1.4.2 | 4. Theater | 2. Reflect on a presentation based on the feedback of others. |
| 0.3.1.5.1 | 5. Visual Arts | 1. Share and describe a personal artwork. |
| 0.3.1.5.2 | 5. Visual Arts | 2. Reflect on a performance based on the feedback of others. |

4. Artistic Process: Respond or Critique

Standard 1: Respond to or critique a variety of creations or performances using the artistic foundations.

| Code | Arts Area | Benchmarks |
|-----------|----------------|--|
| 0.4.1.1.1 | 1. Dance | 1. Compare and contrast the characteristics of various dance works or performances. |
| 0.4.1.2.1 | 2. Media Arts | 2. Compare and contrast the characteristics of a variety of media artworks. |
| 0.4.1.3.1 | 3. Music | 1. Compare and contrast the characteristics of a variety of musical works or performances. |
| 0.4.1.4.1 | 4. Theater | 1. Compare and contrast the characteristics of a variety of theater performances. |
| 0.4.1.5.1 | 5. Visual Arts | 1. Compare and contrast the characteristics of a variety of works of visual art. |

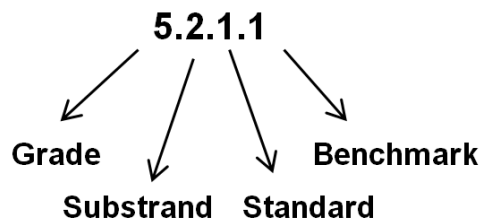
Minnesota Academic Standards in English Language Arts



Overview

The Minnesota Academic Standards in English Language Arts set the expectations for achievement in language arts for K-12 students in Minnesota. The standards reflect the knowledge and skills students need to master in order to graduate ready for college and careers. The standards also lay out a vision for what it means to be a literate person in the twenty-first century. Through grade level benchmarks, starting in kindergarten through twelfth grade, students increase their proficiency each year in four strands: reading, writing, speaking/viewing/listening/media literacy, and language. While the standards are divided into four areas for conceptual clarity, it is expected that schools will provide an integrated model of literacy. Students will write about what they read, read in order to become better writers, speak about their writing, viewing, and listening experiences, and create media as well as learn from a variety of mediums.

Each of the four strands has standards which describe what a college and career ready student should know and be able to do. There are ten reading, ten writing, eight speaking/viewing/listening/media literacy and six language standards. Each of those standards has a corresponding benchmark at most grades. For example, Kindergarten students do seven of the writing standards, omitting the other three because they are not developmentally appropriate to primary students. The reading strand has two substrands (Literature and Informational Text) which include benchmarks aligned to the reading standards. Reading also has a substrand called Foundational Skills. Those benchmarks do not have anchor standards, since foundational skills are accomplished much in advance of graduation. The benchmarks for each standard are designated by a 4-digit code. Use the diagram of the code below for easy reference to standards and benchmarks in subsequent grades.



The *Frequently Asked Questions* document for the Academic Standards in ELA and the official Minnesota K-12 Academic Standards in ELA (2010) documents can be found at [Minnesota K-12 Academic Standards in ELA](https://education.mn.gov/MDE/dse/stds/ela/) (<https://education.mn.gov/MDE/dse/stds/ela/>). The documents are located at the bottom of the webpage. More information specific to the ELA reading standards can be found at [Minnesota K-12 Academic Standards in Reading](https://education.mn.gov/MDE/dse/prof/) (<https://education.mn.gov/MDE/dse/prof/>)

Minnesota Academic Standards in English Language Arts: Kindergarten

Reading

1. Literature

| Code | Standards | Benchmarks |
|-----------|--|--|
| 0.1.1.1 | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. With prompting and support, ask and answer questions about key details in a text. |
| 0.1.2.2 | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2. With prompting and support, retell familiar stories, including key details. |
| 0.1.3.3 | 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 3. With prompting and support, identify characters, settings, and major events in a story. |
| 0.1.4.4 | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 4. Ask and answer questions about unknown words in a text. |
| 0.1.5.5 | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 5. Recognize common types of texts (e.g., storybooks, poems). |
| 0.1.6.6 | 6. Assess how point of view or purpose shapes the content and style of a text. | 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| 0.1.7.7 | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| 0.1.9.9 | 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| 0.1.10.10 | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 10. Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks. |

2. Informational Text

| Code | Standards | Benchmarks |
|---------|--|--|
| 0.2.1.1 | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. With prompting and support, ask and answer questions about key details in a text. |
| 0.2.2.2 | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2. With prompting and support, identify the main topic and retell key details of a text. |
| 0.2.3.3 | 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| 0.2.4.4 | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 4. With prompting and support, ask and answer questions about unknown words in a text. |

| Code | Standards | Benchmarks |
|-----------|---|--|
| 0.2.5.5 | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 5. Identify the front cover, back cover, and title page of a book. |
| 0.2.6.6 | 6. Assess how point of view or purpose shapes the content and style of a text. | 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| 0.2.7.7 | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| 0.2.8.8 | 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 8. With prompting and support, identify the reasons an author gives to support points in a text. |
| 0.2.9.9 | 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| 0.2.10.10 | 10. Read and comprehend complex literary and informational texts independently and proficiently. | 10. Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks. |

3. Foundational Skills

No Anchor Standards

| Code | Benchmarks |
|---------|--|
| 0.3.0.1 | 1. Demonstrate understanding of the organization and basic features of print: (a) Follow words from left to right, top to bottom, and page by page. (b) Recognize that spoken words are represented in written language by specific sequences of letters. (c) Understand that words are separated by spaces in print. (d) Recognize and name all upper- and lowercase letters of the alphabet. |
| 0.3.0.2 | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes): (a) Recognize and produce rhyming words. (b) Count, pronounce, blend, and segment syllables in spoken words. (c) Blend and segment onsets and rimes of single-syllable spoken words. (d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| 0.3.0.3 | 3. Know and apply grade-level phonics and word analysis skills in decoding words: (a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| 0.3.0.4 | 4. Read emergent-reader texts with purpose and understanding. |

Writing

6. Writing

| Code | Standards | Benchmarks |
|---------|---|---|
| 0.6.1.1 | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...) |
| 0.6.2.2 | 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |

| Code | Standards | Benchmarks |
|-------------|--|---|
| 0.6.3.3 | 3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| 0.6.5.5 | 5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. | 5. With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed. |
| 0.6.6.6 | 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| 0.6.7.7 | 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| 0.6.8.8 | 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

Speaking

8. Speaking, Viewing, Listening and Media Literacy

| Code | Standards | Benchmarks |
|-------------|---|---|
| 0.8.1.1 | 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges. (c) Listen to others and name emotions by observing facial expression and other nonverbal cues. (d) Follow basic oral directions. |
| 0.8.2.2 | 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood. |
| 0.8.3.3 | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 0.8.4.4 | 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| 0.8.5.5 | 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| 0.8.6.6 | 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 6. Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs. |
| 0.8.7.7 | 7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources. | 7. Distinguish among different types of print, digital, and multimodal media: (a) Recognize common signs and logos. (b) Identify commercials or advertisements. |
| 0.8.8.8 | 8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose. | 8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.) |

Language

10. Language

| Code | Standards | Benchmarks |
|----------|--|---|
| 0.10.1.1 | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: (a) Print many upper- and lowercase letters. (b) Use frequently occurring nouns and verbs. (c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (f) Produce and expand complete sentences in shared language activities. |
| 0.10.2.2 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) Capitalize the first word in a sentence and the pronoun I. (b) Recognize and name end punctuation. (c) Write a letter or letters for most consonant and short-vowel sounds (phonemes). (d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| 0.10.4.4 | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content: (a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
| 0.10.5.5 | 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | 5. With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness: (a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (c) Identify real-life connections between words and their use (e.g., note places at school that are colorful). (d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| 0.10.6.6 | 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |

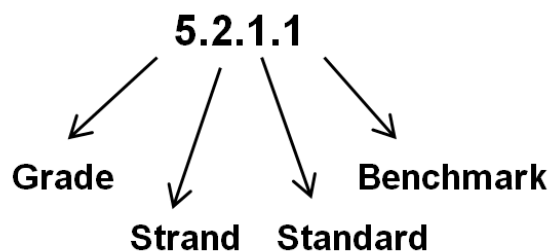
Minnesota Academic Standards in Mathematics



Overview

The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. The K-12 standards document is grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels.

The Minnesota Academic Standards in Mathematics are organized into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. Each strand has one or more standards and each standard has one or more benchmarks which are designated by a 4-digit code. Use the diagram of the code below for easy reference to standards and benchmarks in subsequent grades.



The *Frequently Asked Questions* document for the Academic Standards in Mathematics and the official Minnesota K-12 Academic Standards in Mathematics (2007) documents can be found at [Minnesota K-12 Academic Standards in Mathematics](https://education.mn.gov/MDE/dse/stds/Math/) (<https://education.mn.gov/MDE/dse/stds/Math/>). The documents are located at the bottom of the webpage.

Minnesota Academic Standards in Mathematics: Kindergarten

1. Number and Operation

Standard 1: Understand the relationship between quantities and whole numbers up to 31.

| Code | Benchmarks |
|---------|---|
| K.1.1.1 | 1. Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. <i>For example:</i> Count students standing in a circle and count the same students after they take their seats. Recognize that this rearrangement does not change the total number, but may change the order in which students are counted. |
| K.1.1.2 | 2. Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes. <i>For example:</i> Represent the number of students taking hot lunch with tally marks. |
| K.1.1.3 | 3. Count, with and without objects, forward and backward to at least 20. |
| K.1.1.4 | 4. Find a number that is 1 more or 1 less than a given number. |
| K.1.1.5 | 5. Compare and order whole numbers, with and without objects, from 0 to 20. <i>For example:</i> Put the number cards 7, 3, 19 and 12 in numerical order. |

Standard 2: Use objects and pictures to represent situations involving combining and separating.

| Code | Benchmarks |
|---------|---|
| K.1.2.1 | 1. Use objects and draw pictures to find the sums and differences of numbers between 0 and 10. |
| K.1.2.2 | 2. Compose and decompose numbers up to 10 with objects and pictures. <i>For example:</i> A group of 7 objects can be decomposed as 5 and 2 objects, or 2 and 3 and 2, or 6 and 1. |

2. Algebra

Standard 1: Recognize, create, complete, and extend patterns.

| Code | Benchmark |
|---------|--|
| K.2.1.1 | 1. Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or ●,●●,●●●. |

3. Geometry and Measurement

Standard 1: Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.

| Code | Benchmarks |
|---------|--|
| K.3.1.1 | 1. Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres. |
| K.3.1.2 | 2. Sort objects using characteristics such as shape, size, color and thickness. |
| K.3.1.3 | 3. Use basic shapes and spatial reasoning to model objects in the real-world. <i>For example:</i> A cylinder can be used to model a can of soup. <i>Another example:</i> Find as many rectangles as you can in your classroom. Record the rectangles you found by making drawings. |

Standard 2: Compare and order objects according to location and measurable attributes.

| Code | Benchmarks |
|---------|--|
| K.3.2.1 | 1. Use words to compare objects according to length, size, weight and position. <i>For example:</i> Use same, lighter, longer, above, between and next to. <i>Another example:</i> Identify objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups. |
| K.3.2.2 | 2. Order 2 or 3 objects using measurable attributes, such as length and weight. |

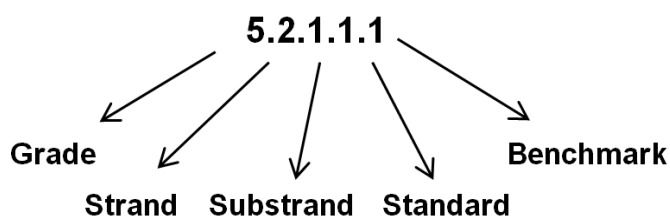
Minnesota Academic Standards in Science



Overview

The Minnesota Academic Standards in Science set the expectations for achievement in science for K-12 students in Minnesota. The standards are grounded in the belief that all students can and should be scientifically literate. Scientific literacy enables people to use scientific principles and processes to make personal decisions and to participate in discussions of scientific issues that affect society (NRC, 1996). The standards and benchmarks describe a connected body of science and engineering knowledge acquired through active participation in science experiences. These experiences include hands-on laboratory activities rooted in scientific inquiry and engineering design. The standards are placed at the grade level where mastery is expected with recognition that a progression of learning experiences in earlier grades builds the foundation for mastery later on.

The Minnesota Academic Standards in Science are organized into four strands: 1) The Nature of Science and Engineering, 2) Physical Science, 3) Earth and Space Science, and 4) Life Science. Each strand has three or four substrands. Each substrand contains two or more standards and one or more benchmarks which are designated by a 5-digit code. Use the diagram of the code below for easy reference to standards and benchmarks in subsequent grades.



The *Frequently Asked Questions* document for the Academic Standards in Science and the official Minnesota K-12 Academic Standards in Science (2009) documents can be found at [Minnesota K-12 Academic Standards in Science](https://education.mn.gov/MDE/dse/stds/sci/) (<https://education.mn.gov/MDE/dse/stds/sci/>). The documents are located at the bottom of the webpage.

Minnesota Academic Standards for Science: Kindergarten

1. The Nature of Science and Engineering

1. The Practice of Science

Standard 2: Scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena.

| Code | Benchmark |
|-----------|--|
| 0.1.1.2.1 | 1. Use observations to develop an accurate description of a natural phenomenon and compare one's observations and descriptions with those of others. |

2. The Practice of Engineering

Standard 1: Some objects occur in nature; others have been designed and processed by people.

| Code | Benchmark |
|-----------|--|
| 0.1.2.1.1 | 1. Sort objects in to two groups: those that are found in nature and those that are human made. <i>For example:</i> Cars, pencils, trees, rocks. |

2. Physical Science

1. Matter

Standard 1: Objects can be described in terms of the materials they are made of and their physical properties.

| Code | Benchmark |
|-----------|--|
| 0.2.1.1.1 | 1. Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system. |

3. Earth Science

2. Interdependence within the Earth system

Standard 2: Weather can be described in measurable quantities and changes from day to day and with the seasons.

| Code | Benchmark |
|-----------|---|
| 0.3.2.2.1 | 1. Monitor daily and seasonal changes in weather and summarize the changes. <i>For example:</i> Recording cloudiness, rain, snow and temperature. |
| 0.3.2.2.2 | 2. Identify the sun as a source of heat and light. <i>For example:</i> Record the time of day when the sun shines into different locations of the school and note patterns. |

4. Life Science

1. Structure and Function of Living Systems

Standard 1: Living things are diverse with many different observable characteristics.

| Code | Benchmark |
|-----------|---|
| 0.4.1.1.1 | 1. Observe and compare plants and animals. |
| 0.4.1.1.2 | 2. Identify the external parts of a variety of plants and animals including humans. <i>For example:</i> Heads, legs, eyes and ears on humans and animals, flowers, stems and roots on many plants. |
| 0.4.1.1.3 | 3. Differentiate between living and nonliving things. <i>For example:</i> Sort organisms and objects (or pictures of these) into groups of those that grow, and reproduce, and need air, food, and water; and those that don't. |

2. Interdependence Among Living Systems

Standard 1: Natural systems have many components that interact to maintain the system.

| Code | Benchmark |
|-----------|--|
| 0.4.2.1.1 | 1. Observe a natural system or its model, and identify living and nonliving components in that system. <i>For example:</i> A wetland, prairie, garden or aquarium. |

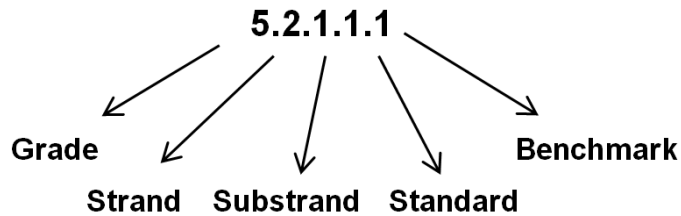
Minnesota Academic Standards in Social Studies



Overview

The Minnesota K-12 Academic Standards in Social Studies set the statewide expectations for K-12 student achievement in the disciplines of citizenship and government, economics, geography and history (United States and world). The 2011 standards are guided by a vision of citizenship and college- and career-readiness.

The Minnesota Academic Standards in Social Studies are organized into four content strands: 1) Citizenship and Government, 2) Economics, 3) Geography, and 4) History. Each strand has three or four substrands. Each substrand contains two or more standards and one or more benchmarks which are represented by a 5-digit code. Use the diagram of the code below for easy reference to standards and benchmarks in subsequent grades.



The *Frequently Asked Questions* document for the Academic Standards in Social Studies and the official Minnesota K-12 Academic Standards in Social Studies (2011) documents can be found at [Minnesota K-12 Academic Standards in Social Studies](https://education.mn.gov/MDE/dse/stds/soc/) (<https://education.mn.gov/MDE/dse/stds/soc/>). The documents are located at the bottom of the webpage.

Minnesota Academic Standards in Social Studies: Kindergarten

1. Citizenship and Government

1. Civic Skills

Standard 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.

| Code | Benchmark |
|-----------|--|
| 0.1.1.1.1 | 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

Standard 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.

| Code | Benchmark |
|-----------|--|
| 0.1.2.2.1 | 1. Describe symbols, songs and traditions that identify our nation and state. <i>For example:</i> American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag. |

4. Governmental Institutions and Political Processes

Standard 7: 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.

| Code | Benchmark |
|-----------|--|
| 0.1.4.7.1 | 1. Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules. |

2. Economics

1. Economic Reasoning Skills

Standard 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.

| Code | Benchmarks |
|-----------|--|
| 0.2.1.1.1 | 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 famous, to be strong, to be helpful to others. |
| 0.2.1.1.2 | 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. |

4. Microeconomic Concepts

Standard 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.

| Code | Benchmark |
|-----------|---|
| 0.2.4.5.1 | 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. |

3. Geography

1. Geospatial Skills

Standard 1: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

| Code | Benchmarks |
|-----------|---|
| 0.3.1.1.1 | 1. Describe spatial information depicted in simple drawings and pictures. |
| 0.3.1.1.2 | 2. Describe a map and a globe as a representation of a space. <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. |

2. Places and Regions

Standard 3: Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

| Code | Benchmark |
|-----------|--|
| 0.3.2.3.1 | 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. |

4. History

1. Historical Thinking Skills

Standard 1: Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

| Code | Benchmark |
|-----------|--|
| 0.4.1.1.1 | 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. |

Standard 12: 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.

| Code | Benchmark |
|-----------|---|
| 0.4.1.2.1 | 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

Standard 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.

| Code | Benchmark |
|-----------|--|
| 0.4.2.4.1 | 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. |