

***Pike County School District
Standards Mastery Document***

Kindergarten Social Studies
2021 1st Edition



**Pike County Schools
Social Studies- Kindergarten
Standards Mastery Document**

The focus of kindergarten is to provide students with rich explorations of topics that affect them and their personal environment. They engage in learning about themselves, their school, city and local communities. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

Inquiry Practice- Questioning(Q)

These are the questioning standards to be used with every 8th grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) correspond with the standard being taught.

K.I.Q.1 Ask compelling questions about their community.	“Why do I have to be responsible?” Teachers can pose this question to students to facilitate exploration about why this standard applies to them and/or their school, city and local communities.
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Social Studies- Kindergarten
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Standard: Civic and Political Institutions K.C.CP.1 Explain the purpose of local government

Clarification Statement: The purpose of local governments, such as county, town or township or municipal governments is to provide services, such as parks and recreation services, police and fire departments, housing services, emergency medical services, municipal courts, transportation services (including public transportation) and public works (streets, sewers, snow removal, signage and so forth).

KNOW: Vocabulary:

Community
Service
Civic Responsibilities
Physical Characteristics

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.UE.1** Identify information from two or more sources to investigate characteristics of a community.
- **K.I.UE.2** Construct responses to compelling questions about oneself and one's community.

MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard)

- **K.I.CC.1** Construct an explanation about their community's civic life, history, geography and/or economy.
- **K.I.CC.2** Construct an argument to address a problem in the classroom or school.
- **K.I.CC.3** Identify ways to civically engage at school.
- **K.I.CC.4** Use listening skills to decide on and take action in their classrooms.

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Standard: K.C.RR.1: Roles and Responsibilities of a Citizen Identify roles and responsibilities of self and others at home, in school, and neighborhood settings.

Clarification Statement: The roles and responsibilities of being a responsible citizen in the school, home and neighborhood may include, but are not limited to, being helpful to and respectful of others and volunteering for and carrying out tasks beneficial to the community, such as helping a classmate with a difficult math problem, putting away the dishes at home or volunteering to clean up a local park.

Know: Vocabulary

Community
Responsible
Families
Culture
Diversity
Human Characteristics

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.U.E.1** Identify information from two or more sources to investigate characteristics of a community.
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Standard: Roles and Responsibilities of a Citizen K.C.RR.2 Identify symbols and events that represent American patriotism.

Clarification Statement: The symbols and events that represent American patriotism may include, but are not limited to, the National Flag, National Holidays, the Pledge of Allegiance, the National Anthem and any history or stories surrounding significant monuments found in a child's local community.

Know: Vocabulary

Soldier
Patriotism
Flag
Veteran
Symbols
America
Pledge
National Anthem

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic Virtues and Democratic Principles K.C.CV.1 Explain ways people can work together effectively to make decisions

Clarification Statement: In a democratic system, people work together to listen to everyone's voice and make decisions together. Ways people can work together to effectively make decisions may include listening carefully to everyone's opinion, talking together to brainstorm solutions, and compromising to try and be sure everyone is satisfied.

Know: Vocabulary

Opinion
Government
Solutions
Democracy
Compromise

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Standard: Processes, Rules and Laws: K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.

Clarification Statement: Rules exist so that society can operate orderly so that no one is harmed. Rules that apply in schools and communities may include being kind to parents and siblings, not running in the hallways, following the rules at practice and taking turns on the playground.

Know: Vocabulary

Rules

Communities

Families

Human Characteristics

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Processes, Rules and Laws: K.C.PR.2 Describe consequences of following or not following rules.

Clarification Statement: If rules are not followed, negative consequences may occur, like a sibling being hurt, falling down in the hallway or a student not getting to play at recess.

Know: Vocabulary

Rules

Communities

Consequences

Families

Human Characteristics

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Standard: Kentucky Government K.C.KGO.1 Identify leaders in the local community, and explain their roles and Responsibilities.

Clarification Statement: The leaders in local communities may include, but are not limited to, school principals, fire fighters, police officers, mayors. They have roles like making choices and responsibilities like following the rules and keeping those they are in charge of safe.

Know: Vocabulary

Services
Communities
Responsibilities
Human Characteristics
Leaders
Civic Responsibilities

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.U.E.1** Identify information from two or more sources to investigate characteristics of a community.
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Standard: Kentucky Government K.C.KGO.2 Identify local and Kentucky state symbols and events.

Clarification Statement: The symbols and events that represent Kentucky may include, but are not limited to, the state flag, the state song, and any history or stories surrounding significant monuments found in a child's local community.

Know: Vocabulary

Symbols
Landmarks
Monuments
Communities

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Microeconomics K.E.MI.1 Describe why people purchase goods and services.

Clarification Statement: People purchase goods and services both for enjoyment and to meet their needs. This may include, but is not limited to, buying an extra bag of chips at lunch versus needing a bottle of water after a long run, or a mechanic changing your tires because they are worn versus painting your car your favorite color.

Know: Vocabulary

Goods
Services
Wants
Needs

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Macroeconomics K.E.MA.1 Identify places in communities that provide goods and services.

Clarification Statement: One way communities help individuals is by providing goods and services. For example, goods like groceries and toys may be found at stores and services like medical care may be found at a hospital or doctor's office.

Know: Vocabulary

Services

Goods

Communities

Needs

Wants

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.U.E.1** Identify information from two or more sources to investigate characteristics of a community.
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Standard: Specialization, Trade, and Interdependence K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.

Clarification Statement: Sometimes a community does not have the resources or skills to produce all the goods and services needed. Therefore, they may trade a good or service they do have to another place in order to receive from that place a good or service they don't have.

Know: Vocabulary

Resources
Goods
Services
Communities
Needs
Wants

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Incentives, Choices, and Decision Making K.E.IC.1 Differentiate between needs and wants.

Clarification Statement: Needs are goods and services that are required to survive, such as food, clothing and shelter. Wants are goods or services that are not needed but are wished for or desired. While ice cream is a food, it is not a need because ice cream is not a specific item required to survive.

Know: Vocabulary

Resources
Goods
Services
Needs
Wants
Supply
Demand

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Kentucky Economics: K.E.KE.1 Explain how various jobs affect communities.

Clarification Statement: By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include fire fighters, factory workers, police officers, teachers, store clerks, doctors or mechanics. Various jobs like these contribute to the common good and help shape the unique nature of a student's community.

Know: Vocabulary

Communities

Goods

Services

Human Characteristics

Civic Responsibilities

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Migration and Movement K.G.MM.1 Identify why and how people and goods move to and within communities.

Clarification Statement: Weather, climate, job opportunities, natural resources, the economy and culture, among others, can be determining factors in whether or not people move to and within communities and why goods may need to be shipped throughout communities.

Know: Vocabulary

Communities
Culture
Natural Resources
Economy
Climate
Export
Import

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Human Interactions and Interconnections K.G.HI.1 Identify and describe the culture of communities.

Clarification Statement: Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like values, norms, beliefs and ways of behaving. Culture can be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. For example, the culture of a student's classroom might include the value of respecting others. This value might be reflected in a rule posted on the wall which says to take turns when speaking.

Know: Vocabulary

Communities
Culture
Traditions
Customs
Rituals
Ceremonies

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Human Environment Interaction K.G.HE.1 Identify ways humans interact with their environment.

Clarification Statement: Humans live in places with different landforms, weather patterns, climates and resources. They may interact with their environment in many ways, for example by measuring precipitation, living near a water source, climbing mountains, planting trees or farming. Sometimes human environment interactions can be negative, for example when an earthquake occurs or when litter is dropped in the woods.

Know: Vocabulary

Communities
Culture
Natural Resources
Economy
Climate
Geography
Landscape
Litter
Recycle
Weathering
Erosion
Natural Disasters

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Geographic Reasoning K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.

Clarification Statement: Maps represent characteristics of familiar areas. Students may begin to use the properties of maps which may include, but are not limited to, title, legend, cardinal directions, scale (like classroom versus whole school) and symbols (like using triangles to represent mountains). To create these maps, students should differentiate between absolute and relative location using vocabulary such as above, next to, below, behind and between.

Know: Vocabulary

Maps
Legends
Key
Cardinal Direction
Scale
Maps
Absolute Location
Relative Location

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.U.E.1** Identify information from two or more sources to investigate characteristics of a community.
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Standard: Kentucky Geography K.G.KGE.1 Identify physical and environmental characteristics of communities.

Clarification Statement: Physical and environmental characteristics of a community include the climate and weather patterns (temperature, wind, precipitation), landforms (plains, mountains, deserts, hills, canyons), natural resources (water, soil, trees, coal, oil) and natural hazards (tornados, fire, earthquakes).

Know: Vocabulary

Climate

Landforms

Natural Resources

Natural Hazards

Precipitation

Weather

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Change and Continuity K.H.CH.1 Identify and describe how communities change over time.

Clarification Statement: Communities undergo many changes over time. For example, buildings are built or sometimes abandoned, and roads are paved or fall into disuse. As communities grew, perhaps more buildings and roads were added and as technology changed, transportation transitioned from horses and wagons to cars and airplanes.

Know: Vocabulary

Communities
Technology
Transportation
Abandoned

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.U.E.1** Identify information from two or more sources to investigate characteristics of a community.
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Standard: Change and Continuity K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.

Clarification Statement: Communities can be made up of individuals representing diverse racial, religious, ethnic and cultural backgrounds. The interactions of diverse groups influence the overall culture of a community and dictate the traditions (customs, beliefs and institutions) found in the classroom, school and local community.

Know: Vocabulary

Communities
Culture
Diversity
Traditions

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Cause and Effect K.H.CE.1 Identify the cause and effect of an event in a community.

Clarification Statement: Events occur throughout the year in every community. These events include various causes and effects. Events may include, but are not limited to, factory openings or closures or charitable events, such as a community walk, parade or festival.

Know: Vocabulary

Causes
Effects
Charities
Festivals
Community
Events
Tradition

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Conflict and Compromise K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.

Clarification Statement: Whether working independently or cooperatively, people learn in the context of families, peers, schools and communities. Groups found in a student's community may, at times, conflict with one another; however, members of a community must cooperate through work, play or learning to complete tasks.

Know: Vocabulary

Communities

Conflict

Cooperate

Diversity

Families

Peers

Civic Responsibilities

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard:Kentucky History K.H.KH.1 Compare life in the past to life today in communities.

Clarification Statement: Comparing life of the past to that of the present may include, but is not limited to, examining communities and how they change over time within the context of “today,” “yesterday” and “long ago.”

Know: Vocabulary

Comparing
Communities
Past
Present
Culture
Diversity
Traditions
Custom

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **K.I.U.E.1** Identify information from two or more sources to investigate characteristics of a community.
- **K.I.U.E.2** Construct responses to compelling questions about oneself and one’s community.

MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard)

- **K.I.CC.1** Construct an explanation about their community’s civic life, history, geography and/or economy.
- **K.I.CC.2** Construct an argument to address a problem in the classroom or school.
- **K.I.CC.3** Identify ways to civically engage at school.
- **K.I.CC.4** Use listening skills to decide on and take action in their classrooms.