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

1st Grade Social Studies  
2021 1st Edition



**Pike County Schools  
Social Studies- 1st Grade  
Standards Mastery Document**

The focus of grade 1 is the continuation of developing students' citizenship skills by expanding their studies from a personal to a local level, to include the state. They explore the interplay between people of the past and modern communities. Students also engage in thinking and conversing about how their community impacts them.

## Inquiry Practice- Questioning(Q)

**These are the questioning standards to be used with every 1st 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.**

<b>1.I.Q.1 Ask compelling questions about communities in Kentucky</b>	<b>“What makes a community healthy?” Teachers can pose this question to students to facilitate exploration about why this standard applies to them and/or their community and state.</b>
<b>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky</b>	<b>Teachers can pose these questions to students to facilitate exploration about why this standard applies to them and/or their community and state to address the compelling question.</b>

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**Standard: Civic and Political Institutions 1.C.CP.1** Describe the purpose of Kentucky government.

**Clarification Statement:** Kentucky government creates laws that benefit the wellbeing and safety of community members. Kentucky government approves budgets and administers amenities and services, including, but not limited to, roads, public schools, state parks, state courts and public safety.

**KNOW: Vocabulary:**

Community  
Laws  
Services  
Government

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

- **1.I.U.E.1** Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
- **1.I.U.E.2** Construct responses to compelling and supporting questions about communities in Kentucky.

**MASTERY: Communicating Conclusions:**

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

- **1.I.CC.1** Construct an explanation about a specific community in Kentucky.
- **1.I.CC.2** Construct an argument with reasons to address how to improve the local community and Kentucky.
- **1.I.CC.3** Identify ways to civically engage in the local community.
- **1.I.CC.4** Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

**Standard: Roles and Responsibilities of a Citizen 1.C.RR.1** Identify the rights and responsibilities of citizens.

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**Clarification Statement:** Rights and responsibilities may include, but are not limited to, the right to an education, the right to vote, freedom of speech and the responsibility to pay taxes and serve on a jury.

**KNOW: Vocabulary:**

Rights  
Responsibilities  
Taxes  
Freedom  
Jury

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**Standard: Civic Virtues and Democratic Principles: 1.C.CV.1:** Describe basic democratic principles.

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**Clarification Statement:** Democratic principles are the building blocks of good government and may include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom.

**KNOW: Vocabulary:**

Democracy  
Justice  
Freedom  
Law  
Responsibility  
Abolish  
Equality  
Rights

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**Standard: Civic Virtues and Democratic Principles: 1.C.CV.2 :** Describe civic virtues.

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**Clarification Statement:** Civic virtues are principles that encourage citizens to be involved in activities that benefit society, which may include, but are not limited to, taking turns, being kind to others, serving on a jury and voting in elections.

**KNOW: Vocabulary:**

Citizens  
Jury  
Voting  
Elections  
Society

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**Standard: Processes, Rules and Laws: 1.C.PR.1:** Investigate rules and laws in Kentucky to understand their purpose.

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**Clarification Statement:** Rules and laws are created to establish order, benefit citizens and keep people safe. They may include, but are not limited to, obeying traffic signs or attending school. These have the purpose of maintaining safety and providing educational opportunities.

**KNOW: Vocabulary:**

Laws  
Citizens  
Rules  
Order

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**Standard: Kentucky Government: 1.C.KGO.1:** Identify Kentucky leaders, and explain their roles and responsibilities.

**Clarification Statement:** Kentucky leaders which may include, but are not limited to, governor, lieutenant governor, legislator or judge may be identified. Roles like making

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and upholding laws, and responsibilities like listening to citizens' needs, may be explained.

**KNOW: Vocabulary:**

Laws  
Responsibilities  
Citizens  
Governor  
Lieutenant Governor  
Legislator  
Judge

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**Standard: Kentucky Government: 1.C.KGO.2 :** Investigate how civic identity is shaped by symbolic figures, places and events.

**Clarification Statement:** Civic identity can be shaped by diverse historical figures from the state, local communities, and unique places, which may include, but are not limited



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to, Churchill Downs, Mammoth Cave and the Appalachian Mountains, as well as events that have shaped civic identity in Kentucky like national conflicts

**KNOW: Vocabulary:**

Community  
Conflict  
Civic Identity  
Diverse

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**Standard: Microeconomics: 1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers)**

**Clarification Statement: Consumers purchase goods and services; producers provide these goods and services.**

**Know: Vocabulary**

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Producers  
Consumers  
Goods  
Services

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**Standard: Microeconomics: 1.E.MI.2 Give an example of a cost or benefit of an event.**

**Clarification Statement:** When making a choice, a person often considers the benefits of the choice and the costs of the choice. For example, a school may want the benefit of more space for children to play gained by expanding the playground, but will experience the cost of losing shade when two trees are cut down to make room. A community might want the benefit of more classrooms gained by building a new school, but must incur the cost of purchasing the land first.

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**Know: Vocabulary**

Community  
Choice  
Cost  
Benefits

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**Standard: Macroeconomics:** 1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.

**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 things like fire fighter, factory worker, police officer, teacher, store clerk, doctor or mechanic. Various jobs like these contribute to the common good and help shape the unique nature of a student's community. Public institutions are owned by the government whereas private institutions are owned by citizens. Public institutions may include, but are not limited to,

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schools and libraries. Private institutions may include, but are not limited to, homeless shelters run by charities and local businesses.

**Know: Vocabulary**

Community  
Skills  
Citizen  
Public institution  
Private institution  
Job

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**Standard: Specialization, Trade and Interdependence:** 1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.

**Clarification Statement:** Sometimes a community does not have the resources or skills to produce all the goods and services they would like. 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. Communities are benefitted when they can provide goods and services based on resources and skills available to them. For example, coal is available in some regions and can be traded to regions which do not have this resource.

**Know: Vocabulary**

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Community  
Skills  
Goods/services  
Resources  
Produce  
Trade  
Region

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**Standard: Specialization, Trade and Interdependence:** 1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.

**Clarification Statement:** When individuals develop special skills, or specialize, goods and services are created more efficiently. This means that places and people do and produce what they are best at and can trade those goods and services for those of places that specialize in something different.

**Know: Vocabulary**

Skills

Goods / Services

Produce

Trade

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

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**Standard: Incentives, Choices, and Decision Making:** 1.E.IC.1 Predict a person's change in behavior in response to incentives and opportunity costs.

**Clarification Statement:** An incentive encourages or motivates a decision maker in favor of a particular choice. For example, an incentive can encourage a positive behavior, such as working to earn more money. An incentive can also discourage behavior, such as receiving a fine for driving too fast.

Opportunity cost is what is given up to achieve something else, such as choosing to stay inside and play video games instead of going to play outside. The time not spent playing outside is the opportunity cost of staying inside to play video games.

**Know: Vocabulary**

Incentive

Choice

Opportunity cost

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



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**Standard: Incentives, Choices and Decision Making:** 1.E.IC.2 Explain how choices are made as a result of scarcity.

**Clarification Statement:** Scarcity means that resources are limited. Examples of scarcity include, but are not limited to, a classroom with twenty students but only five computers or the fact that a student has a limited amount of time to play outside after school. Because of scarcity, people must make choices about how to allocate these limited resources.

**Know: Vocabulary**

Scarcity

Choices

Resources

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

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- **1.I.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.**

**MASTERY: Communicating Conclusions:**

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- **1.I.CC.1** Construct an explanation about a specific community in Kentucky.
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**Standard: Kentucky Economics:** 1.E.KE.1 Identify and describe what goods and services are produced in different places and regions in Kentucky.

**Clarification Statement:** Goods and services in Kentucky include, but are not limited to, coal, tobacco, horses, crafts, cars, health care, hotels. Each region may specialize in a good or service and thus be able to trade that good or service with those who specialize in something else.

**Know: Vocabulary**

Goods

Services

Specialize

Region

Trade

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

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- **1.1.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.**

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- **1.1.CC.4** Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

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

**Clarification Statement:** Sometimes a community does not have the resources or skills to produce all the goods and services they would like. Therefore, they may trade their goods or services with others, causing goods and services to move to and within that community. People also move to and within communities. Examples may include a cafeteria shipping in bananas which grow only in warm climates to eat at lunch in a place that is cold, or a family moving to be close to their child's school to save time during their commute.

**Know: Vocabulary**

Community  
Resources  
Goods  
Services  
Produce  
Trade (barter)  
Skills

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

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**Standard: Human Interactions and Interconnections:** 1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.

**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 religions, philosophies, moral codes, language, social relations, technologies, institutions and organizations. The culture of a community is unique and is illustrated by the traditions found in that community. These traditions may be passed on informally from person to person. The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Concept and Practice Standard Disciplinary Clarifications to person and can be described through song, story, decoration, ritual and/or celebration. Due to Kentucky's varied landscape, community culture is often built around features specific to an area, which can include, but is not limited to, farming, crafts or industry.

**Know: Vocabulary**

Culture  
Religion  
Language  
Tradition  
Ritual  
Celebration

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Landscape

Industry

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**Standard: Human Environment Interactions:** 1.G.HE.1 Describe ways people modify their environment.

**Clarification Statement:** People may modify their environment in ways that include, but are not limited to, planting trees, building structures, expanding cities, farming and diverting waterways.

**Know: Vocabulary**

Environment  
Modify

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

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- **1.I.CC.4** Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

**Standard: Geographic Reasoning:** 1.G.GR.1 Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.

**Clarification Statement:** Geographic representations include, but are not limited to, maps, globes, graphs, diagrams, GPS and aerial photographs. Students may use the properties of these representations which include, but are not limited to, title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians to organize information about familiar places at different scales, like classroom, town or state.

**Know: Vocabulary**

Maps  
Globes  
Diagrams  
Directions  
Legend  
Graphs  
Symbols

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

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**Standard: Kentucky Geography:** 1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.

**Clarification Statement:** Communities differ in physical characteristics, such as land and water forms, natural vegetation and climate, as well as human characteristics, such as housing, transportation, types of clothing, food items, language and religion.

**Know: Vocabulary**

Community  
Physical Characteristics  
Human Characteristics  
Vegetation  
Climate  
Transportation

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- **1.I.CC.4** Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

**Standard: Change and Continuity:** 1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.

**Clarification Statement:** The past impacts the present through the cultures which exist in an area, the ways people interact and the technology which modern people use.

**Know: Vocabulary**

Past

Present

Culture

Interact

Technology

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

- **1.I.UE.1** Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
- **1.I.UE.2** Construct responses to compelling and supporting questions about communities in Kentucky.

**MASTERY: Communicating Conclusions:**

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

- **1.I.CC.1** Construct an explanation about a specific community in Kentucky.
- **1.I.CC.2** Construct an argument with reasons to address how to improve the local community and Kentucky.
- **1.I.CC.3** Identify ways to civically engage in the local community.
- **1.I.CC.4** Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

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**Standard: Cause and Effect:** 1.H.CE.1 Predict the causes and effects of events in their community and state.

**Clarification Statement:** An event is an experience, incident or a planned public or social occasion. For example, Kentucky is known for the thoroughbred industry and is home to the Kentucky Derby. Students may predict why Kentucky hosts such an event and the effects of the event on their community and state.

**Know: Vocabulary**

Event  
Social  
Industry

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**Standard: Conflict and Compromise:** 1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.

**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 and state may, at times, conflict with one another; however, members of a community must cooperate through work, play or learning to complete tasks.

**Know: Vocabulary**

Conflict

Cooperate

Independent

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

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**Clarification Statement:** Life in Kentucky communities is affected by customs, gender roles, ethnic and cultural groups, available transportation, technology, education and recreation among others, and these change over time. Students may compare the similarities and differences of life of an American Indian before colonization to their own life or the life of an early Kentucky settler to their own life.

**Know: Vocabulary**

Compare  
Similarities  
Differences  
Customs  
Settlers  
Cultural groups  
Colonization  
Transportation  
Technology

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**Standard: Kentucky History:** 1.H.KH.2 Identify Kentucky symbols, songs and traditions.

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**Clarification Statement:** Kentucky symbols, songs and traditions may include, but are not limited to, the state flag, the state bird, the state song and the Kentucky Derby.

**Know: Vocabulary**

Symbols  
Songs  
Traditions

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

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