Standards Curriculum Map
Bourbon County Schools

Level: K

Grade and/or Course: Social Studies

Updated/Created: 8-2019

Civics(C)   **Economics (E)**   **Geography (G)**   **History (H)**

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
32	**K.C.RR.1 Identify rules and responsibilities of self and others at home, in school, and neighborhood settings.** **K.C.CV.1 Explain ways people can work together effectively to make decisions** **K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.**	* I can identify rules at school. * I can identify rules at home. * I can identify rules in my community. * I can work together with my peers to make a decision. * I can contribute an idea to a group discussion. * I can describe a fair way for a group to make a decision. * I can identify our school rules. * I can explain classroom and school expectations. * I can explain why we have rules.	Community Volunteer Responsibility Listen Feelings Rules Kindness Argument Construct	Inquiry Process (Embed the Q,UE, and CC) Timed Pair Share Rally Coach	[Are All Rules Good Rules?](#)

	K.C.PR.2 Describe consequences of following or not following rules. **K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.** **K.C.KGO.2 Identify local and KY state symbols and events.**	*I can identify negative consequences when rules are not followed. *I can identify leaders in the local community. *I can explain local community leader roles and responsibilities. *I can identify the Kentucky state flag. *I can identify the Kentucky state song. *I can recite the Pledge of Allegiance.	Identify Consequence Negative Community Helpers Kentucky state flag State song Symbol		"Why do I have to be responsible?" https://kystandards.org/standards-resources/sal/ss_sal/ Why Do I Have to Be Responsible?

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| 30 | K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.

K.G.MM.1 Identify why and how people and goods move to and within communities.

K.G.HE.1 Identify ways humans interact with their environment.

K.G.HI.1 Identify and describe the culture of communities.

K.G.KGE.1 Identify physical and environmental characteristics of communities. | *I can identify a map.

*I can create a map using positional words.

*I can identify a good.

*I can identify why goods may need to be shipped throughout communities.

*I can explain why people move to and within communities.

*I can explain why people live in different places.

*I can explain how humans interact with their environment.

*I can describe a community.

*I can describe a tradition.

*I can identify physical characteristics of our local community. | above, next to, below, behind, between

communities, goods, weather, climate

climate, weather patterns, landform, resource, interaction

culture, values, beliefs, tradition, community

temperature, wind, plains, mountains, desert, canyons, water, soil, coal, oil | Inquiry Process

Timed Pair Share

Rally Coach | Which Is Better, a Map or a Globe?

Is Everyone Unique? |
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		*I can identify our local resources.			

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
53	**K.H.CH.1 Identify and describe how communities change over time.**	*I can identify how communities change over time.	community, change	Inquiry Process Timed Pair Share Rally Coach	
	K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.	*I can compare and contrast traditions in our community.	compare, tradition, diverse		
	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.	*I can tell how I work independently. *I can tell how I work in a group to complete a task.	independent, cooperative		
	K.H.CE.1 Identify the cause and effect of an event in a community. **K.H.KH.1 Compare life in the past to life today in communities.**	*I can tell why events happen in a community. *I can compare life (in Kentucky) long ago to life today.	cause, effect, event		

			compare, today, yesterday, long ago		

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
17	K.E.IC.1 Differentiate between needs and wants. K.E.MI.1 Describe why people purchase goods and services K.E.MA.1 Identify places in communities that provide goods and services. K.E.KE.1 Explain how various jobs affect communities.	I can tell a need. I can tell a want. I can tell a good. I can tell a service. I can identify where goods can be found. I can identify where services can be found.	need, want goods, services stores, hospital, doctor's office	Inquiry Process Timed Pair Share Rally Coach	**Betty Bunny Wants Everything Q and A | Education Resources** **https://www.econedlink.org/resources/grade/k-2/** **Why Can't We Ever Get Everything We Need and Want?**

		I can explain how jobs are essential to our local community (Kentucky.)	jobs, community helpers (fire fighters, police officers, teachers, etc)		