

Kindergarten Grade Social Studies



Prioritized Standards and Instructional Units 2022-2023

UNIT 1: <i>Rules in My School & Community</i> 18+ Days	UNIT 2: <i>People</i> 18+ Days	UNIT 3: <i>Families</i> 15+ Days	UNIT 4: <i>Building Community</i> 18+ Days
<p>Prioritized Standards for 22-23</p> <p>K.I.Q.1 Ask compelling questions about their community.</p> <p>K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community.</p> <p>K.I.CC.2 Construct an argument to address a problem in the classroom or school.</p> <p>K.I.CC.4 Use listening skills to decide on and take action in their classrooms.</p>	<p>Prioritized Standards for 22-23</p> <p>K.I.Q.1 Ask compelling questions about their community.</p> <p>K.I.U.E.2 Construct responses to compelling questions about oneself and one's community.</p> <p>K.I.CC.4 Use listening skills to decide on and take action in their classrooms.</p>	<p>Prioritized Standards for 22-23</p> <p>K.I.Q.1 Ask compelling questions about their community.</p> <p>K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community.</p> <p>K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.</p>	<p>Prioritized Standards for 22-23</p> <p>K.I.Q.1 Ask compelling questions about their community.</p> <p>K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community.</p> <p>K.I.U.E.2 Construct responses to compelling questions about oneself and one's community.</p> <p>K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.</p>

Rules in My School & Community / Unit 1:

Suggested Pacing Guide: 18+ Days

Compelling Questions: How do rules shape my community?
Supporting Questions: <ul style="list-style-type: none"> • What would happen if we had no rules? • Can I have everything I want? • What are my responsibilities at home and school? • What are my responsibilities in my community? • What jobs are in my community? • How can I change my home, school, or community?

Standards:	Priority or Supporting:
Questioning Standards: K.I.Q.1 Ask compelling questions about their community.	Priority
Content Standards:	
K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.	Supporting
K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.	Supporting
K.C.PR.2 Describe consequences of following or not following rules.	Supporting
K.E.IC.1 Differentiate between needs and wants.	Supporting
K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.	Supporting

K.E.KE.1 Explain how various jobs affect communities.	Supporting
K.G.HI.1 Identify and describe the culture of communities.	Supporting
K.H.CE.1 Identify the cause and effect of an event in a community.	Supporting
Using Evidence: K.I.UE.1 Identify information from two or more sources to investigate characteristics of a community.	Priority
K.I.UE.2 Construct responses to compelling questions about oneself and one's community.	Supporting
Communicating Conclusions: K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.	Supporting
K.I.CC.2 Construct an argument to address a problem in the classroom or school.	Priority
K.I.CC.3 Identify ways to civically engage at school.	Supporting
K.I.CC.4 Use listening skills to decide on and take action in their classrooms.	Priority

People / Unit 2:

Suggested Pacing Guide: 18+ Days

Compelling Questions: What makes people unique?
Supporting Questions: <ul style="list-style-type: none"> ● How am I unique? ● How am I the same as others? ● How can I celebrate others who are different from me? ● What makes different jobs unique? ● How do different environments shape us? ● Am I like people in the past?

Standards:	Priority or Supporting:
Questioning Standards: K.I.Q.1 Ask compelling questions about their community.	Priority
Content Standards:	
K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.	Supporting
K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.	Supporting
K.E.IC.1 Differentiate between needs and wants.	Supporting
K.E.KE.1 Explain how various jobs affect communities.	Supporting
K.G.HI.1 Identify and describe the culture of communities.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

K.G.HE.1 Identify ways humans interact with their environment.	Supporting
K.G.KGE.1 Identify physical and environmental characteristics of communities.	Supporting
K.H.CH.1 Identify and describe how communities change over time.	Supporting
K.H.KH.1 Compare life in the past to life today in communities.	Supporting
Using Evidence: K.I.UE.1 Identify information from two or more sources to investigate characteristics of a community.	Supporting
K.I.UE.2 Construct responses to compelling questions about oneself and one's community.	Priority
Communicating Conclusions: K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.	Supporting
K.I.CC.2 Construct an argument to address a problem in the classroom or school.	Supporting
K.I.CC.3 Identify ways to civically engage at school.	Supporting
K.I.CC.4 Use listening skills to decide on and take action in their classrooms.	Priority

Families / Unit 3:

Suggested Pacing Guide: 10+ Days

Compelling Questions: What makes a family unique
Supporting Questions: <ul style="list-style-type: none"> ● Who makes a family? ● How do families change over time? ● What is my family's story? ● What traditions does my family have? ● What lessons have I learned from my family?

Standards:	Priority or Supporting:
Questioning Standards: K.I.Q.1 Ask compelling questions about their community.	Priority
Content Standards:	
K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.	Supporting
K.E.KE.1 Explain how various jobs affect communities.	Supporting
K.G.HI.1 Identify and describe the culture of communities.	Supporting
K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.	Supporting
K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.	Supporting
K.H.KH.1 Compare life in the past to life today in communities.	Supporting
Using Evidence: K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community.	Priority

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K.I.U.2 Construct responses to compelling questions about oneself and one's community.	Supporting
Communicating Conclusions: K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.	Priority
K.I.CC.2 Construct an argument to address a problem in the classroom or school.	Supporting
K.I.CC.3 Identify ways to civically engage at school.	Supporting
K.I.CC.4 Use listening skills to decide on and take action in their classrooms.	Supporting

Building Community / Unit 4:

Suggested Pacing Guide: 18+ Days

Compelling Questions: How do we build community?
Supporting Questions: <ul style="list-style-type: none"> ● What does it take to work together? ● What does my community look like? ● How do different cultures shape my community? ● How can our classroom build community? ● What brings my community together? ● What makes me proud of my community?

Standards:	Priority or Supporting:
Questioning Standards: K.I.Q.1 Ask compelling questions about their community.	Priority
Content Standards:	
K.C.CP.1 Explain the purpose of local government.	Supporting
K.C.CV.1 Explain ways people can work together effectively to make decisions.	Supporting
K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.	Supporting
K.E.MA.1 Identify places in communities that provide goods and services.	Supporting
K.G.MM.1 Identify why and how people and goods move to and within communities.	Supporting
K.G.GR.1 Create maps of familiar areas such as the classroom, school and community	Supporting
K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.	Supporting

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Using Evidence: K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community.	Priority
K.I.U.E.2 Construct responses to compelling questions about oneself and one's community.	Priority
Communicating Conclusions: K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.	Priority
K.I.CC.2 Construct an argument to address a problem in the classroom or school.	Supporting
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.	Supporting