

Kindergarten Grade Social Studies



Prioritized Standards and Instructional Units 2023-2024

| 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

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| 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 |

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

Crediting: [JCPS-Social Studies](#)

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| 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

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| 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 |

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| 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

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| 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 |

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| 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.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. | 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

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| 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 |

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| 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 |
| 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. | 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 |

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