

## Kindergarten: Myself and My Community

### Specific Overview

#### Kindergarten: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Students begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore themselves, their relationships and their communities. Students explain the purpose of local government, explain rules and responsibilities of individuals in their local community and identify several key symbols that represent the key components of being an American and a Kentuckian. Students explain how people use and communities provide goods and services. They explore geographic relationships in their local community by identifying the physical geography and explaining how humans impact the environment. Students learn to identify events and changes taking place in the school and local community by classifying events as taking place “today,” “yesterday” and “long ago.”

#### Key Vocabulary

May include, but is not limited to: civic responsibilities, community, consequences, culture, diversity, families, goods, government, human characteristics, inquiry, leaders, needs, patriotism, physical characteristics, services, symbols, wants

#### Looking Back, Looking Ahead: Connections to Kentucky’s Early Childhood Standards and Grade 1

In Kentucky’s Early Childhood Standards for 3- and 4-year-olds, students engage in age-appropriate study of social and cultural relationships and the functioning of society and the role of children in the community. This understanding of community continues in kindergarten, and in grade 1, students’ citizenship skills within their communities continue to develop by expanding their studies from a personal to a local level, to include the state.

#### What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout kindergarten. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>K.I.Q.1 Ask compelling questions about their community.</b>	“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.

Standard	Sample Evidence of Learning
<p><b>K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.</b></p>	<p>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. Students can identify that a classroom rule, such as raising their hand to answer questions during circle time, is needed to ensure all students have the opportunity to participate in a classroom discussion, to encourage listening skills and to show respect for others when they speak. Students can identify that a school rule, such as walking quietly in the hallway when transitioning activities, is required to ensure everyone’s safety and to be respectful of the learning happening in classrooms. Therefore, students have to be responsible by following school and classroom rules in order to show respect for others and to promote the general well-being.</p>
<p><b>K.E.KE.1 Explain how various jobs affect communities.</b></p>	<p>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. Students can explain how various tasks or jobs have a positive effect on their household, classroom and community. They can describe the responsibilities they have in helping their family work well or making their classroom a strong learning community.</p>
<p><b>K.I.UE.2 Construct responses to compelling questions about oneself and one’s community.</b></p>	<p>With prompting and support, students can explain why rules in the school and community exist based on experience they have in their everyday lives. For example, students can explain that a community rule, such as not passing a school bus when the stop sign is out, is needed to ensure that students are safe when loading and unloading a school bus.</p>
<p><b>K.I.CC.2 Construct an argument to address a problem in the classroom or school.</b></p>	<p>Students can identify a situation in the school or community that would benefit from a new rule. Is the lunch line unorganized? Are the procedures for entering the school building in the morning not clear? Students can compose an argument, using a combination of drawing, dictating, writing and digital resources, to state the problem in the classroom or school and an opinion on a new rule, which would promote the safety of their classmates. Students should provide reasons with details to support the opinion.</p>

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing*, by providing students with a variety of texts (literary, informational, visual, digital, etc.) in order to understand how rules and laws are designed to keep people safe and keep things fair. Students could begin learning how to distinguish fact from opinion by generating a series of statements about what they know about rules and laws and then processing the difference between those statements that are fact and those that are opinion. After learning the purpose and form of informational texts, students could write an informational piece, design a presentation or create a visual to explain how a certain rule or law keeps people safe and/or keeps things fair. They could also develop an opinion on a rule or law that needs to be created or changed.

## Kindergarten: Myself and My Community Standards

### Introduction

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.

Concepts and Practices	Standards
<b>I: Questioning</b>	K.I.Q.1 Ask compelling questions about their community.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	K.C.CP.1 Explain the purpose of local government.
<b>C: Roles and Responsibilities of a Citizen</b>	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings. K.C.RR.2 Identify symbols and events that represent American patriotism.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.
<b>C: Processes, Rules and Laws</b>	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist. K.C.PR.2 Describe consequences of following or not following rules.
<b>C: Kentucky Government</b>	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities. K.C.KGO.2 Identify local and Kentucky state symbols and events.
<b>E: Microeconomics</b>	K.E.MI.1 Describe why people purchase goods and services.
<b>E: Macroeconomics</b>	K.E.MA.1 Identify places in communities that provide goods and services.
<b>E: Specialization, Trade and Interdependence</b>	K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.
<b>E: Incentives, Choices and Decision Making</b>	K.E.IC.1 Differentiate between needs and wants.
<b>E: Kentucky Economics</b>	K.E.KE.1 Explain how various jobs affect communities.

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	K.G.MM.1 Identify why and how people and goods move to and within communities.
<b>G: Human Interactions and Interconnections</b>	K.G.HI.1 Identify and describe the culture of communities.
<b>G: Human Environment Interaction</b>	K.G.HE.1 Identify ways humans interact with their environment.
<b>G: Geographic Reasoning</b>	K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.
<b>G: Kentucky Geography</b>	K.G.KGE.1 Identify physical and environmental characteristics of communities.
<b>H: Change and Continuity</b>	K.H.CH.1 Identify and describe how communities change over time.
	K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.
<b>H: Cause and Effect</b>	K.H.CE.1 Identify the cause and effect of an event in a community.
<b>H: Conflict and Compromise</b>	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.
<b>H: Kentucky History</b>	K.H.KH.1 Compare life in the past to life today in communities.
<b>I: Using Evidence</b>	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.
<b>I: Communicating Conclusions</b>	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.

## Kindergarten: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	K.C.CP.1 Explain the purpose of local government.	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).
<b>C: Roles and Responsibilities of a Citizen</b>	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.	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.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.	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.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Processes, Rules and Laws</b>	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.	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.
	K.C.PR.2 Describe consequences of following or not following rules.	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.
<b>C: Kentucky Government</b>	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.	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.
	K.C.KGO.2 Identify local and Kentucky state symbols and events.	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.

### Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	K.E.MI.1 Describe why people purchase goods and services.	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.
<b>E: Macroeconomics</b>	K.E.MA.1 Identify places in communities that provide goods and services.	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.

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence</b>	K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.	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.
<b>E: Incentives, Choices and Decision Making</b>	K.E.IC.1 Differentiate between needs and wants.	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.
<b>E: Kentucky Economics</b>	K.E.KE.1 Explain how various jobs affect communities.	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.

#### Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	K.G.MM.1 Identify why and how people and goods move to and within communities.	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.

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b>	K.G.HI.1 Identify and describe the culture of communities.	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.
<b>G: Human Environment Interaction</b>	K.G.HE.1 Identify ways humans interact with their environment.	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.
<b>G: Geographic Reasoning</b>	K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.	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.
<b>G: Kentucky Geography</b>	K.G.KGE.1 Identify physical and environmental characteristics of communities.	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).

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## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	<p>K.H.CH.1 Identify and describe how communities change over time.</p> <p>K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.</p>	<p>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.</p> <p>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.</p>
<b>H: Cause and Effect</b>	<p>K.H.CE.1 Identify the cause and effect of an event in a community.</p>	<p>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.</p>
<b>H: Conflict and Compromise</b>	<p>K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.</p>	<p>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.</p>
<b>H: Kentucky History</b>	<p>K.H.KH.1 Compare life in the past to life today in communities.</p>	<p>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.”</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.