

2024-2025 Social Studies Framework

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Kindergarten Social Studies: Myself and My Community

[Kentucky Academic Standards for Social Studies, 2022](#)

Unit Title	Estimated Time Frame*
Unit 1: Rules & Responsibilities	1st Quarter
Big Idea	
<p>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.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
Why do I have to be responsible?	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others.

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	<p>8. Engage in specialized, discipline specific literacy practices.</p> <p>9. Apply high level cognitive processes to think deeply and critically about text.</p> <p>10. Develop a literacy identity that promotes lifelong learning.</p>	
<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>K.C.PR.1 Identify examples of rules that apply in the school and community and explain why they exist.</p> <p>K.C.PR.2 Describe consequences of following or not following rules.</p> <p><u>Supporting Question:</u> What are different types of rules?</p>	<p>Rules in the home and rules in the community Exhibits independent behavior</p>	<p>I can give examples of rules at home, at school, and in the community.</p> <p>I can explain why we have rules.</p> <p>I know I am successful when...</p> <ul style="list-style-type: none"> - I can give examples of rules I should follow. - I can explain how rules keep everyone safe - I can explain what happens when I follow or don't follow the rules
<p>K.G.HI.1 Identify and describe the culture of communities</p> <p>K.C.KGO.1 Identify leaders in the local community and explain their roles and responsibilities</p> <p>K.C.CP.1 Explain the purpose of local</p>	<p>Roles of people in school and at home</p>	<p>I can explain the roles and responsibilities of leaders in my community.</p> <p>I know I am successful when...</p> <ul style="list-style-type: none"> - I can give an example of a leader in my home, school, and community.

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<p>government.</p> <p><u>Supporting Question:</u> Who creates rules?</p>		<ul style="list-style-type: none"> - I can explain what leaders do and why they are important.
<p>K.C.PR.1 Identify examples of rules that apply in the school and community and explain why they exist.</p> <p>K.H.CO.1 Describe interactions that occur from individuals/groups in families, classrooms, and communities.</p> <p><u>Supporting Question:</u> What rules help communities?</p>	<p>Rules in the home and rules in the community</p>	<p>I can explain how rules that are in place help everybody.</p> <p>I know I am successful when...</p> <ul style="list-style-type: none"> - I can explain why a rule is important - I can describe how a rule helps make the community better or safer.
<p>K.C.RR.1 Identify the roles and responsibilities of self and others at home, in school, and neighborhood settings.</p> <p>K.G.HI.1 Identify and describe the culture of communities.</p> <p><u>Supporting Question:</u> What does responsibility look like?</p>	<p>Rules in the home and rules in the community</p> <p>Responsibilities at home and school</p>	<p>I can explain responsibilities I have as a student, a member of my family, and a citizen of my community.</p> <p>I know I am successful when...</p> <ul style="list-style-type: none"> - I can give examples of what it means to be responsible at home/school/in my community - I can explain why being responsible is important.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Rules: a guide for how people should behave Community: a group of people living or working together in the same area Consequences: what happens because of a behavior</p>		

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Civic responsibility: what you do to be a good member of the community

Culture: the way a group of people live; their beliefs and behaviors

Citizen: a person who is a member of a town, state, or country

Laws: another word for rules that everyone should follow to keep people safe

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

K.I.Q.1 Ask compelling questions about their community. (Modeled by teacher and guided with teacher support)

Investigating:

Investigating occurs through the exploration of the discipline strand standards.

Using Evidence:

K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community

K.I.U.E.2 Construct responses to compelling questions about oneself and one's community

Communicating Conclusions:

K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.

K.I.CC.2 Construct and 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

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

STARTING POINT:

Summative Assessment Prompt:

Prior to beginning the summative assessment prompt, students will orally list important rules within their school and community. During shared writing, students will identify ways to be civically engaged in the community by constructing an explanation to the compelling question: Why do I have to be responsible?

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Shared Writing: During shared writing, the teacher and students engage in discussion and then collaboratively construct a response to a shared experience. The teacher acts as the scribe and then displays the writing in the classroom.

Possible other response options could be students demonstrate by videoing responses to the compelling question, podcasting, drawing/digital art

Anchor Materials

Ch.1-Savvas Quest
Ch.1-Savvas Lesson 1.1 (Where We Learn)
Ch.1-Savvas Lesson 1.2 (We Work Together)
Ch.1-Savvas Lesson 1.3 (Rules and Laws)
Ch.4-Savvas Lesson 4.5 (Safe Neighborhoods)
Ch. 1-Savvas Lesson 5
Ch. 1-Savvas Lesson 6

Additional Resources

Reading Books (from Kentucky Reading Association)

[Strega Nona](#) Retold by Tomie de Paola
[The Recess Queen](#) by Alexis O’Neill and Laura Huliska-Beith
[I Can Follow The Rules](#) Song/Video

[The Worst Day of My Life EVER](#) by Julia Cook
[No, David!](#) By David Shannon

[What if Everybody Did That?](#) by Ellen Javernick
[What if Everybody Did That?](#) (Lesson Plan)

Databases/Websites:

[iCivics “What Does It Mean to be a Citizen?”](#)
[Resources from JCPS Social Studies](#)

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Videos:

[Video: How do people best cooperate?](#)
[I'll Do It, Taking Responsibility](#) (Youtube)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

Unit Title	Estimated Time Frame*
Unit 2: My Community	2nd Quarter
Big Idea	
<p>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</p>	

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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.”

Compelling Question		Interdisciplinary Literacy Practices
<p>What does my community look like?</p> <p><i>Note: The question is broad to allow students to answer considering human and physical characteristics.</i></p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. 	
<p>KAS Standards</p> <p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria</p> <p>These are suggested and can be modified.</p>
<p>K.E.KE.1 Explain how various jobs affect communities.</p> <p><u>Supporting Question:</u> What does it take to build community?</p>	<p>Identify different jobs in the community Recognize that different people have different roles and jobs in the community Explore different jobs in the community</p>	<p>I can explain how different jobs affect my community.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Name different jobs in the

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		<p>community</p> <ul style="list-style-type: none"> - Describe what different jobs in the community do - Connect how people work together to make the community better.
<p>K.E.MA.1 Identify places in communities that provide goods and services.</p> <p>K.E.MI.1 Describe why people purchase goods and services.</p> <p><u>Supporting Question:</u> What goods and services do the jobs in my community provide?</p>	<p>Recognize that different people have different roles and jobs in the community</p> <p>Explore different jobs in the community</p>	<p>I can describe places in the community where I can buy goods and services.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Name different jobs in the community - Connect where people in the community work with the jobs they do - Connect what goods and services are provided in places in my community
<p>K.G.HE.1 Identify ways humans interact with their environments.</p> <p>K.C.KGO.2 Identify local and Kentucky state symbols and events.</p> <p>K.E.KE.1 Explain how various jobs affect communities.</p> <p>K.H.CE.1 Identify the cause and effect of an event in a community</p>	<p>Recognize that different people have different roles and jobs in the community</p> <p>Recognize that people need to work to meet basic needs</p> <p>Explore different jobs in the community</p> <p>Understanding cause-and-effect: because one thing happens, another thing happens</p>	<p>I can tell ways humans change their environment to live.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Identify ways people change the land to live - Connect jobs in the community to changes in the environment - Describe symbols of Lexington and Kentucky - Give examples of events that happen in my community.

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<p><u>Supporting Question:</u> What makes my community unique?</p>		<ul style="list-style-type: none"> - Explain how people’s actions cause other things to happen
<p>K.G.GR.1 Create maps of familiar areas, such as the classroom, school, and community.</p> <p><u>Supporting Question:</u> What can maps tell us about our community?</p>	<p>Have a sense of place and direction Ability to explain where things are in relation to other things (prepositional phrases)</p>	<p>I can use directions and create maps of familiar areas.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Explain where things are in the classroom. - Explain where things are in my home/community - Draw/create a map showing where things are in my class/home/ school/community.
<p>K.G.KGE.1 Identify physical and environmental characteristics of communities.</p> <p><u>Supporting Question:</u> What does the environment of my community look like?</p>	<p>Ability to describe what the land/area of the community looks like Use descriptive language</p>	<p>I can describe my physical community.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Describe the land features of my community - Describe the plant and animal life of my community - Describe the weather and climate of my community.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Goods: things people make Services: things people do for others Symbols: a shape, color, or thing that stands for something else Unique: being one of a kind; the only one Maps: a drawing of an area Legend: part of the map that tells the reader what symbols mean to help them read it</p>		

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Jobs: a person's role in their community

Affect: to make a change

Effect: what happens after something else happened

Landforms: the way the earth looks like mountains, plains, oceans

Weather: an event like a rainstorm or a hot day, the weather changes everyday

Climate: a pattern of weather over a long period of time: in Kentucky, our climate has four seasons

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

K.I.Q.1 Ask compelling questions about their community. (Modeled by teacher and guided with teacher support)

Investigating:

Investigating occurs through the exploration of the discipline strand standards.

Using Evidence:

K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community

K.I.U.E.2 Construct responses to compelling questions about oneself and one's community

Communicating Conclusions:

K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.

K.I.CC.2 Construct and 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

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

STARTING POINT:

Summative Assessment Prompt:

Prior to beginning the summative assessment prompt, students will orally identify a community helper and explain how the

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helper provides a good or service for the community. During shared writing, the teacher and students will construct an explanation about their community's economy that answers the compelling question: What does my community look like?

Shared Writing: During shared writing, the teacher and students engage in discussion and then collaboratively construct a response to a shared experience. The teacher acts as the scribe and then displays the writing in the classroom.

Anchor Materials

Ch.1-Savvas Lesson 4
Ch.3-Savvas Quest
Ch.3-Savvas Lesson 3.1 (Why People Work)
Ch.3-Savvas Lesson 3.2 (Jobs at School)
Ch.3-Savvas Lesson 3.3 (Jobs in Our Community)
Map Skills Handbook - Using Maps and Map Scale - SSH0-1
4.1 Where We Live
4.2 Globes and Maps
4.3 Parts of a Map
Celebrating Kentucky Quest - In My Community KY 34-35
Celebrating Kentucky - KY30-31
5.5 Parts of the Year

Additional Resources

Reading Books:

[The City Kid and the Suburb Kid by Deb Pilutti](#)

[Me on the Map](#) by Joan Sweeney

[There's a Map on my Lap by Tish Rabe](#)

Websites/Databases:

[iCivics "What Does It Mean To Belong To A Group?"](#)

[Teach Junkie: Landforms Activities & Lesson Plans](#)

[Resources from JCPS Social Studies](#)

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Videos:

[Environment and Me](#) (Youtube)

[Types of Communities](#) (Youtube)

[Your Community \(Types of Communities\)](#) (Youtube)

[Peep Plants A Seed](#) (Youtube)

[Learn About Maps](#) Youtube

[How to Make a Map](#) (Youtube)

Peep and the Big Wide World: [Stormy Weather](#), [Snow Daze](#), [The Windy Day](#)

[Bodies of Water](#) (Youtube)

[Learning About Landforms](#) (Youtube)

[Kentucky Facts for Kids](#) (Youtube)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

Unit Title	Estimated Time Frame*
Unit 3: Life Long Ago	3rd Quarter
Big Idea	
<p>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</p>	

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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.”

Compelling Question		Interdisciplinary Literacy Practices
How has my community changed over time?		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.	Prerequisite Skills/Considerations	Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.
K.H.CH.1 Identify and describe how communities change over time.	Awareness of growth and change (things you can do now that you couldn't when you were little)	I can describe how my community has changed over time.
K.H.KH.1 Compare life in the past to life today in communities.	Describe scenes from pictures	I know I am successful when I can... - Give examples of how people's

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<p>K.G.MM.1 Identify why and how people and goods move to and within communities.</p> <p><u>Supporting Question:</u> How is my community different from communities long ago?</p>	<p>Notice how pictures from the past show things differently than the present</p>	<p>daily life has changed over time</p> <ul style="list-style-type: none"> - Give examples of how technology has changed people's lives over time. - Explain how the way people moved goods and ideas from place to place changed over time.
<p>K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds</p> <p><u>Supporting Question:</u> How are my family's traditions the same and different from other families?</p>	<p>Focuses attention on others, notices likeness and differences. Knows that diversity exists in the world Demonstrates understanding of the roles and relationships within his/her family and/or community;</p>	<p>I can explain how traditions are connected to the history of people.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Give examples of different holidays an traditions people celebrate. - Compare the holidays and traditions I celebrate with others
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Technology: using what we know to make new tools to make life easier Transportation: how people and things move from place to place Communication: how we share information (talking, e-mailing, texting, sign language) Traditions/Customs: handing down information and beliefs through families or communities over time Holidays: special days of the year centered on a belief or tradition Diverse: different Community: a group of people living or working together in the same area (from Unit 1)</p>		
<p>Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in bold can be cross-content with ELA)</p>		
<p><u>Questioning:</u></p>		

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K.I.Q.1 Ask compelling questions about their community. (Modeled by teacher and guided with teacher support)

Investigating:

Investigating occurs through the exploration of the discipline strand standards.

Using Evidence:

K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community

K.I.U.E.2 Construct responses to compelling questions about oneself and one's community

Communicating Conclusions:

K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.

K.I.CC.2 Construct and 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

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

STARTING POINT:

Summative Assessment Prompt:

Prior to beginning the summative assessment prompt, students will orally identify ways in which people's way of life has changed from long ago to today. During shared writing, the teacher and students will construct an explanation about their community's economy that answers the compelling question: How has my community changed over time?

Shared Writing: During shared writing, the teacher and students engage in discussion and then collaboratively construct a response to a shared experience. The teacher acts as the scribe and then displays the writing in the classroom.

Anchor Materials

Ch.3-Savvas Lesson 3.4 (Jobs Then and Now)

Ch.6-Savvas Lesson 6.1 (Life Long Ago)

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Additional Resources

Reading Books:

[Momma, Where Are You From? by Marie Bradby](#)

[When I First Came To This Land](#) retold by Harriet Ziefert

[Market! By Ted Lewin](#)

[A New Coat for Anna by Harriet Ziefert](#)

[Moving People, Moving Stuff by Ellen Mitten](#)

[Money and Trade in Our World by Shelly Buchanan](#)

[The Keeping Quilt by Patricia Polacco](#)

Databases/Websites:

[iCivics “What’s the Difference Between Then and Now?”](#)

[iCivics “Where Do People Work?”](#)

[iCivics “How is Work Different Now Than in the Past?”](#)

Videos:

[Video: How have jobs change over time?](#)

[Video: What was life like in the past?](#)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title	Estimated Time Frame*
Unit 4: Making Decisions	4th Quarter
Big Idea	
<p>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.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
<p>How does my community work together to make a decision?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices.

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		<p>9. Apply high level cognitive processes to think deeply and critically about text.</p> <p>10. Develop a literacy identity that promotes lifelong learning.</p>
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/ Success Criteria
<p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>		<p>These are suggested and can be modified.</p>
<p>K.E.IC.1 Differentiate between needs and wants.</p> <p><u>Supporting Questions:</u> How are needs and wants different? What are my needs and wants? What are the needs and wants of my community?</p>	<p>Understanding needs (food, water, shelter, clothes) Understanding wants (candy, games, toys, etc.) From previous units, how people in the community provide services that people need (police, fire)</p>	<p>I can explain the difference between wants and needs.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Identify things I need - Identify things I want - Explain the needs and wants of my community
<p>K.C.CV.1 Explain ways people can work together effectively to make decisions.</p> <p>K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.</p> <p><u>Supporting Question:</u> How do groups of people work together to make a decision?</p>	<p>Understanding cooperation and compromise Understanding what it means to trade</p>	<p>I can give examples of how different people can work together (collaborate).</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Show ways different people cooperate - Give examples of ways people compromise - Explain how people can get what they need or want through cooperation and compromise (trade)
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		

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Needs: things required to survive

Wants: things a person would like but are not needed to survive

Decisions: actions that cause people to make a choice

Collaborate: to work together with others to accomplish a goal or task

Compromise: an agreement between two people where each person gives up something they want to accomplish a goal

Opinion: a thought, feeling, or belief about something

Brainstorm: a way to think of many ideas to solve a problem or task

Voting: where a group of people make a decision by allowing everyone a say, and the decision is made by what most people say

Trade: buying and selling of goods and services

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

K.I.Q.1 Ask compelling questions about their community. (Modeled by teacher and guided with teacher support)

Investigating:

Investigating occurs through the exploration of the discipline strand standards.

Using Evidence:

K.I.U.E.1 Identify information from two or more sources to investigate characteristics of a community

K.I.U.E.2 Construct responses to compelling questions about oneself and one's community

Communicating Conclusions:

K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.

K.I.CC.2 Construct and 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

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

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STARTING POINT:

Summative Assessment Prompt:

Prior to beginning the summative assessment prompt, students will orally identify examples of individual and community needs and wants and how people work together to get things they need. During shared writing, the teacher and students will construct an explanation about their community's economy that answers the compelling question: How does my community work together to make a decision?

Shared Writing: During shared writing, the teacher and students engage in discussion and then collaboratively construct a response to a shared experience. The teacher acts as the scribe and then displays the writing in the classroom.

Anchor Materials

Savvas 3.1 Why People Work

Additional Resources

Reading Books:

[Alexander, Who Used to Be Rich Last Sunday by Judith Viorst](#)

[If You Give A Mouse A Cookie by Laura Numeroff \(others in the collection\)](#)

[Lilly Learns About Wants and Needs by Lisa Bullard](#)

[The Bag I'm Taking to Grandmas by Shirley Nietzel](#)

[Those Shoes by Maribeth Boelts](#)

[Too Tall Houses by Gianna Marino](#)

[Market! By Ted Lewin](#)

[Green, Green: A Community Gardening Story by Marie Lamba](#)

Databases/Websites:

[iCivics "How Can Groups Make Decisions?"](#)

[iCivics "Neighborhood Good"](#)

Project Based Learning Idea: Find a local organization that needs donations. Do a class fundraiser and use the donation list to discuss needs/wants.

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