

Kindergarten: Myself and My Community

Standards Overview- The Connections

Grade-level Introductions

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with their personal environment. Students explain the purpose of local government, explain rules and responsibilities of individuals in their local community and identify several key symbols that represents they 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 on 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.”

Looking Back, Looking Ahead: Connections to Pre-K and Grade One

In Pre-K social studies, students engage in age appropriate study of communities by understanding and showing awareness of rules and roles, their environmental surroundings, fundamental economic concepts and the existence of diversity in the world. In Grade 1, students’ citizenship skills 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

Effective citizenship education starts in kindergarten when students use their immediate surroundings to learn about the foundations of responsible citizenship in their school, city and local communities. When engaging with the *Kentucky Academic Standards for Social Studies*, students will grapple with standards such as:

K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.

When engaging with this standard, students will need to identify what rules apply in their school and community and describe why they are needed. For example:

- A student might 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.
- A student might 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.

It is these early rules that enable students to start thinking about how they can contribute to the overall well-being of their school, city or local community by understanding that rules exist to promote the safety of everyone.

Application of Inquiry

Inquiry in social studies allows students to make personal connections with the standards. An overview of how a student might engage in inquiry with K.C.PR.1 follows:

- **K.I.Q.1 Ask compelling questions about their community.**

Compelling question about K.C.PR.1 could be “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.

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

With prompting and support, students can engage in this Using Evidence standard by explaining why rules in the student’s 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.

- **K.I.CC.2 Construct an argument to address a problem in the classroom or school.**

Understanding the reason why rules exist allows students to understand ways to make their school and community better when engaging with the Communicating Conclusion standards. For instance, a student could engage in standard K.I.CC.2 by identifying 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? A student 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. **The student should provide reasons with details to support the opinion.**

**Highlighted language aligns with grade level expectations of the reading and writing standards.*

Disciplinary Clarifications

Civics Disciplinary Strand

C: Civic and Political Institutions	K.C.CP.1	Explain the purpose of local government.
C: Roles and Responsibilities of a Citizen	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.
C: Civic Virtues and Democratic Principles	K.C.CV.1	Explain ways people can work together effectively to make decisions.
C: Processes, Rules and Laws	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.
C: Kentucky Government	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.

In the Civics discipline strand, with the support of others, students will understand:

- 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 transportations), and public works (streets, sewers, snow removal, signage, and so forth).
- 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.
- The symbols and events that represent Kentucky and American patriotism such as the State Flag, the National Flag, Pledge of Allegiance, the State Song, the National Anthem and any history or stories surrounding significant monuments found in a child's local community.
- The rules that apply to them within their communities such as being kind to parents and siblings, not running in the hallways, following the rules at practice and not speeding when driving, among others.
- The leaders in local communities may include but are not limited to school principals, fire fighters, police officers, mayors.

Economics Disciplinary Strand

E: Microeconomics	K.E.MI.1	Describe why people purchase goods and services.
E: Macroeconomics	K.E.MA.1	Identify places in communities that provide goods and services.
E: Specialization, Trade and Interdependence	K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.
E: Incentives, Choices and Decision Making	K.E.IC.1	Differentiate between needs and wants.
E: Kentucky Economics	K.E.KE.1	Explain how various jobs affect communities.

In the Economics discipline strand, with the support of others, students will understand:

- Communities help individuals meet their needs because they provide goods and services. Goods found in a local community could be, but are not limited to, water, electricity, shoes, cars or bread which can be provided by the local community or found at local stores. Services provided by the community could be services found at a hospital or homeless shelter or they could be found in a local community, such as but are not limited to, a shoe repair service, a car wash or a mechanic's shop.
- Sometimes a community does not have the all of the resources needed to produce the goods and services their community needs so they have to trade.
- Jobs are needed to provide income to provide money to purchase goods and services. Individuals who provide goods and services in the local community are teachers, fire fighters, police officers and mechanics, among others.
- Needs are goods and services that are needed to live such as food, clothing and shelter. Wants are goods or services that we do not need but we wish for or desire. While ice cream is a food, it is not a need because ice cream is not a specific item needed to survive.

Geography Disciplinary Strand

G: Migration and Movement	K.G.MM.1	Identify why and how people and goods move to and within communities.
G: Human Interactions and Interconnections	K.G.HI.1	Identify and describe the culture of communities.
G: Human Environment Interaction	K.G.HE.1	Identify ways humans interact with their environment.
G: Geographic Reasoning	K.G.GR.1	Create maps of familiar areas such as the classroom, school and community.
G: Kentucky Geography	K.G.KGE.1	Identify physical and environmental characteristics of communities.

In the Geography discipline strand, with the support of others, students will understand:

- Physical and environmental characteristics of a community include the climate (temperature, wind, precipitation), landforms (plains, mountains, deserts, hills, canyons), natural resources (water, soil, trees, oil) and natural hazards (tornados, fire, earthquakes). Humans

interact with their environment in many ways by measuring precipitation, climbing mountains, planting trees and farming, among others. Sometimes human environment interaction can be devastating to a local community if a natural hazard such as a fire, tornado or earthquake occurs.

- Students can identify the physical and environmental characteristics of a community through creating maps of familiar places. By demonstrating their understanding of direction, location and representation, using words such as above, next to, below, behind and between, students will be able to describe the physical relationship of one item to another in their local community.
- Culture is defined as a social institution created within the learned behavior of people, including their specific norms, values, belief systems (religions, philosophy, moral code), language(s), knowledge, social relations, technologies, institutions and organizations. The culture of a community is illustrated by the traditions found in the classroom, school and local community. These traditions are passed on informally from person to person and can be described through song, story, decoration ritual and/or celebration.
- Weather, climate, job opportunities, natural resources, the economy and culture, among others, can be determining factors in whether or not people successfully transition to and within communities.

History Disciplinary Strand

H: Change and Continuity	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.
H: Cause and Effect	K.H.CE.1	Identify the cause and effect of an event in a community.
H: Conflict and Compromise	K.H.CO.1	Describe interactions that occur between individuals/groups in families, classrooms and communities.
H: Kentucky History	K.H.KH.1	Compare life in the past to life today in communities.

In the History discipline strand, with the support of others, students will understand:

- Communities undergo many changes throughout history. New buildings are built, some are abandoned and new roads are paved. As communities grew, perhaps more buildings and roads were added and transportation transitioned from horses and wagons to cars and airplanes.
- New people move in and other people move out, sometimes bringing a variety of different groups of individuals representing diverse racial, religious and ethnic groups, and of various national origins. 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.
- 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.
- Students have the opportunity to look at the history of their community to understand that the past impacts the modern community.

Opportunities for Cross Disciplinary Connections

Big Idea: Rules and Laws are designed to keep people safe and keep things fair.

Suggested Strategy- Integrating Social Studies and Literacy through the Topic of Community and Government

Have students generate a series of statements about what they know about rules and laws. Explain to students the difference between fact and opinion. Create a t-chart, with one column labeled “Fact” and one column labeled, “Opinion” and have students indicate if a statement is a fact or an opinion. Provide resources and encourage students to gather additional materials in an attempt to support or challenge the idea that rules and laws are designed to keep people safe and keep things fair. Create debate teams for examining the issues from each side. Encourage them to use both facts and opinions and clearly identify when a statement is an opinion.

Key Vocabulary

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

Kindergarten: Myself and My Community

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	
I: Questioning	K.I.Q.1 Ask compelling questions about their community.	
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	K.C.CP.1	Explain the purpose of local government.
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H: Conflict and Compromise	K.H.CO.1	Describe interactions that occur between individuals/groups in families, classrooms and communities.
H: Kentucky History	K.H.KH.1	Compare life in the past to life today in communities.
I: Using Evidence	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.
I: 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 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.

