

# Grade K

Adopted 2022

## Prepared Graduates in Social Studies

- 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted. [PG. 1](#)**

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- 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. [PG. 2](#)**

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- 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them. [PG. 3](#)**

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- 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions. [PG. 4](#)**

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- 5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy. [PG. 5](#)**

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- 6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen. [PG. 6](#)**

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- 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society. [PG. 7](#)**

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- 8. Apply economic reasoning skills to make informed personal financial decisions. [PG. 8](#)**

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**History**

1. Ask questions and discuss ideas about the past. **K.H.1**
    - a. Ask questions about the past using question starters. For example: What did? Where did? When did? Which did? Who did? Why did? How did? From whose perspective? **K.H.1.A**
    - b. Identify information from primary and/or secondary sources that answer questions about the past and contribute to the collective memory. **K.H.1.B**
    - c. Provide rationale about something from the past using statements. For example: Because, as a result, I know \_\_\_\_\_. **K.H.1.C**
  1. Recognize and describe cause-and-effect relationships about the past. **K.HES.1.1**
  2. Demonstrate curiosity about the past. **K.HES.1.2**
  2. Understand that the sequence of events is important when describing the past. **K.H.2**
    - a. Explore differences and similarities in the lives of children and families from different time periods by using a variety of sources. For example: Personal artifacts and stories, texts, pictures, and videos from different societies. **K.H.2.A**
    - b. Sequence information using words. For example: Present, future, days, weeks, months, years, first, next, last, before, and after. **K.H.2.B**
    - c. Explain why knowing the order of events is important. **K.H.2.C**
  1. Recognize and describe patterns in the sequence of events from the past. **K.HES.2.1**
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**Geography**

1. Recognize that geographic tools represent places and spaces. **K.G.1**
  - a. Distinguish between a map and a globe as ways to show places people live. **K.G.1.A**
  - b. Use geographic tools to describe places. For example: Globes, maps, and GPS. **K.G.1.B**
1. Find information using geographic technologies. **K.GES.1.1**
2. Identify how the environment influences the way people live. **K.G.2**
  - a. Identify ways students' lives are similar and different from those in other communities. **K.G.2.A**
  - b. Identify how the environment, geographic features, and climate impact lifestyles. For example: Food, sports, shelter, transportation, school, etc. **K.G.2.B**
1. Compare attitudes and beliefs as an individual to others. **K.GES.2.1**
2. Recognize and describe cause-and-effect relationships between people and their surroundings. **K.GES.2.2**

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## Economics

1. Explain how individuals make choices based on needs and wants. **K.E.1**
  - a. Identify the costs and benefits of a choice an individual makes when acquiring an item. **K.E.1.A**
  - b. Recognize and engage in ways to use another individual's items. For example: Asking for permission to share and taking turns. **K.E.1.B**
1. Recognize that problems can be identified, and possible solutions can be created when making choices. **K.EES.1.1**

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## Civics

1. Identify ways in which civic participation takes place across multiple groups. **K.C.1**
  - a. Differentiate among examples of civic participation. For example: Describe personal connections to community events, such as voting, debating, running for office, advocating, fundraising, and volunteering. **K.C.1.A**
  - b. Explain the qualities of an informed and engaged citizen. **K.C.1.B**
  - c. Practice citizenship skills when working with others including courtesy, honesty, and fairness. **K.C.1.C**
  - d. Identify the difference between fact and opinion. **K.C.1.D**
1. Compare one's attitudes and beliefs about civic participation to others. **K.CES.1.1**
2. Identify and reflect upon personal connections to community systems. **K.CES.1.2**
2. Participate in making logical decisions using democratic principles. **K.C.2**
  - a. Explain why rules are needed. **K.C.2.A**
  - b. Create and follow classroom rules. **K.C.2.B**
  - c. Explain how a class rule may promote fairness and resolve conflict and compare against a rule that may not. **K.C.2.C**
  - d. Contribute to making and maintaining class community decisions. **K.C.2.D**
  - e. Explain the difference between democratic decision-making and decisions made by authorities. For example: A parent, teacher, principal, and a police officer. **K.C.2.E**
1. Within democratic traditions, articulate personal strengths and challenges using information and communication technologies to express themselves. **K.CES.2.1**
2. Recognize how personal actions have had a positive or negative impact with feedback as needed. **K.CES.2.2**

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## Personal Financial Literacy

1. Describe choices people make about how to use the money they earn. **K.PF.1**
  - a. Recognize choices people make with their money and explain how financial decisions are made. **K.PF.1.A**
  - b. Explain how money gives people the ability to buy goods and services. **K.PF.1.B**
  - c. Identify the difference between a want and a need and how that impacts purchasing decisions when resources are limited. For example: Buying a healthy snack vs. a candy bar, new shoes vs. a new toy, or a coat vs. a new game. **K.PF.1.C**
1. Make personal financial decisions based on spending options (Self-Advocacy and Initiative). **K.PFES.1.1**
2. Determine how to spend money depending on values and choices (Self-Advocacy and Initiative). **K.PFES.1.2**
3. Demonstrate curiosity, imagination, and eagerness to learn more (Creativity and Innovation). **K.PFES.1.3**