Colorado Social Studies

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
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** PG.2
3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** PG.3
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** PG.4
5. **Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** PG.5
6. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** PG.6
7. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** PG.7
8. **Apply economic reasoning skills to make informed personal financial decisions.** PG.8

Kindergarten

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

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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

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

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

Civics

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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

Personal Financial Literacy

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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