Rhode Island Social Studies

Grade K

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. CG.P.1
2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. CG.P.2
3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. CG.P.3
4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. CG.P.4

1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. CG.RL.1
2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. CG.RL.2
3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. CG.RL.3
4. Argue how rules and laws can be used to create an equitable society. CG.RL.4

1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. CG.RR.1
2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. CG.RR.2
3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. CG.RR.3
4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. CG.RR.4

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istory

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. H.CC.1
2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. H.CC.2
3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. H.CC.3
4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. H.CC.4

1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. H.HP.1
2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. H.HP.2
3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. H.HP.3
4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. H.HP.4

1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. H.IG.1
2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. H.IG.2
3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. H.IG.3
4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. H.IG.4

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. H.HSP.1
2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. H.HSP.2
3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. H.HSP.3

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4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. H.HSP.4

1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. G.HPE.1
2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. G.HPE.2
3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. G.HPE.3
4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. G.HPE.4

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. G.WST.1
2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. G.WST.2
3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. G.WST.3
4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. G.WST.4

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. E.SA.1
2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. E.SA.2
3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. E.SA.3
4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. E.SA.4

1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. E.PC.1

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2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities E.PC.2
3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. E.PC.3
4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. E.PC.4

1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. E.EG.1
2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. E.EG.2
3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. E.EG.3
4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. E.EG.4

Content Standards

Kindergarten - Living and Working Together in Schools, Families, and Neighborhoods

1. Explain families, family roles, and family rules through looking at the student's own, those of classmates, and those represented in literature. SSK.1.1
    a. Identify examples and configurations of a family unit, and explain the characteristics of what makes a family (e.g., adopted families, foster families, heterosexual couple families, families with same sex caregivers, interracial families, families with a single caregiver, extended families) SSK.1.1.A
    b. Identify roles people have in a family unit, and explain how the roles relate to each other SSK.1.1.B
    c. Identify what rules and norms families have, and explain who makes them and why they exist SSK.1.1.C
    d. Explain responsibilities that members of a family have to the family unit (including to pets) SSK.1.1.D
    e. Explain ways to help at home SSK.1.1.E

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2. Explain the physical location of students' and classmates' families within the community and the relationships between families and the community. SSK.1.2
    a. Identify the purpose and features of a map and a globe and the locations of where students and their classmates live (e.g., city/town, state, and country) SSK.1.2.A
    b. Identify resources near families and resources that are farther away (e.g., schools, stores, services for the unhoused, disability services) SSK.1.2.B
    c. Identify the location of the student's home address and addresses to important places and relative locations near their home SSK.1.2.C
    d. Explain the physical environment where students live SSK.1.2.D
    e. Explain how families make up neighborhoods and neighborhoods create, are a part of, and influence the larger community SSK.1.2.E
3. Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature. SSK.1.3
    a. Identify the characteristics of culture (e.g., food, clothing, activities, holidays, religion) SSK.1.3.A
    b. Identify family traditions as they relate to culture (e.g., food, clothing, activities, holidays, religion) SSK.1.3.B
    c. Explain ways in which where people live can affect traditions SSK.1.3.C
    d. Identify ways students can explore the different traditions of people in their community SSK.1.3.D
    e. Identify differences and similarities between the traditions of their families, their classmates' families, and those represented in literature SSK.1.3.E
4. Explain the differences between needs and wants and how these concepts impact family units. SSK.1.4
    a. Identify family wants and needs, and explain how wants and needs are important in understanding the responsibilities individuals have to each other and the family as a whole SSK.1.4.A
    b. Explain ways families share and distribute resources SSK.1.4.B
    c. Explain scarcity and ways wants and needs play out with limited resources SSK.1.4.C
    d. Explain what jobs are, different types of jobs, and how they are used to obtain wants and needs SSK.1.4.D
    e. Identify ways jobs are determined by where one lives (e.g., closeness to the family) or ways jobs may determine where one lives (e.g., moving to be closer to a job) SSK.1.4.E
    f. Explain what income is and the role of money in obtaining goods and services SSK.1.4.F
    g. Explain ways jobs provide resources to the community SSK.1.4.G

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1. Analyze the school's place within the local community geographically, socially, and economically. SSK.2.1
    a. Identify the school's address and its location on a map SSK.2.1.A
    b. Explain the relative location of the school in relation to where the students live SSK.2.1.B
    c. Explain the relative location of the school in relation to other nearby resources such as stores, services, etc. SSK.2.1.C
    d. Analyze what the school provides for the local community socially and how the local community helps the school SSK.2.1.D
2. Analyze rules, roles, and responsibilities at school. SSK.2.2
    a. Identify rules and norms of school within the classroom and in other spaces at school (e.g., cafeteria, hallways) SSK.2.2.A
    b. Analyze differences in rules in different places like at home, at school, or in public SSK.2.2.B
    c. Argue how the rules, norms, and rights at school help students to learn and teachers to teach and how they create a way for students to work together SSK.2.2.C
    d. Analyze the responsibilities of people at school and at home and how they work together to help students to learn effectively (e.g., teachers, principal, class helpers, custodian, family caregivers) SSK.2.2.D
3. Explain the roles and responsibilities of being classroom citizens. SSK.2.3
    a. Explain responsibilities that students have to each other SSK.2.3.A
    b. Explain ways to help in the classroom and at school SSK.2.3.B
    c. Identify school symbols (e.g., mascot, school colors) and ways to show school pride SSK.2.3.C
    d. Identify the United States flag at school as a way to show national pride SSK.2.3.D
    e. Explain the words in the Pledge of Allegiance and why it is recited at school SSK.2.3.E
4. Explain traditions and holidays that are celebrated and recognized at school. SSK.2.4
    a. Identify school traditions (e.g., special school-specific traditions like field day, spirit week) SSK.2.4.A
    b. Identify people, holidays, and traditions that are celebrated and the historical events they represent (e.g., Labor Day, Indigenous Peoples' Day / Columbus Day, Veterans Day, Dr. Martin Luther King, Jr. Day, Presidents' Day, Juneteenth, Memorial Day) SSK.2.4.B
    c. Identify the differences and similarities between how holidays and traditions are celebrated at school and at home SSK.2.4.C

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1. Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined. SSK.3.1
    a. Identify buildings and places in students' neighborhoods (e.g., school, library, places of worship, community centers), and explain their locations in relation to each other SSK.3.1.A
    b. Identify boundaries of a neighborhood versus the larger community SSK.3.1.B
    c. Identify the geographical landscape of students' neighborhoods (e.g., urban, rural, suburban, has trees, hilly) SSK.3.1.C
    d. Explain what resources are available in students' neighborhoods and larger communities (e.g., schools, trees, stores, rivers, health services, recreation), and analyze how those resources are made available, and to whom SSK.3.1.D
    e. Analyze the similarities and differences between students' neighborhoods and those of their classmates (e.g., landscape, population, availability of resources) SSK.3.1.E
2. Analyze the ways members of a community interact, help each other, and contribute to the community as a whole. SSK.3.2
    a. Explain why people have responsibilities to each other, and analyze actions people take to show civility to each other SSK.3.2.A
    b. Explain community rules and norms, who makes them, and ways rules and norms contribute to the health of the community SSK.3.2.B
    c. Identify different community helpers (e.g., mayor, police, firefighters, teachers, doctors, cashiers), and analyze the ways they help people SSK.3.2.C
    d. Explain ways to help people in the local neighborhood or community SSK.3.2.D
    e. Identify where in the community students can go for help (e.g., trusted adult, emergency services), and explain how to get help (e.g., call 911, talk to school counselor) SSK.3.2.E
3. Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature. SSK.3.3
    a. Identify local traditions and celebrations, and explain how different communities observe them SSK.3.3.A
    b. Explain differences and similarities between cultural celebrations and traditions (e.g., Dominican Festival and Parade, Veterans Day commemorations, Founders' Day celebrations, Fourth of July parades) SSK.3.3.B
    c. Analyze similarities between celebrations and traditions learned in this unit to those learned during the unit on family and school and those learned through literature SSK.3.3.C

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1. Analyze families and family traditions in other parts of the world. SSK.4.1
    a. Identify on a map or globe where the families being studied live throughout the world SSK.4.1.A
    b. Analyze similarities and differences between the characteristics of families around the globe and the students' families (e.g., homes, food, clothing, traditions) SSK.4.1.B
    c. Explain what the physical environment is like for the families being studied, and analyze how that influences their ways of life SSK.4.1.C
    d. Identify what resources are available to the families being studied, and explain how they obtain those resources and how environment influences resource availability SSK.4.1.D
2. Analyze the similarities and differences in what school is like around the world. SSK.4.2
    a. Identify the physical locations of the schools being studied and their locations on a map or globe SSK.4.2.A
    b. Analyze similarities and differences between the characteristics of schools around the globe and the students' school (e.g., school buildings, schedules, who gets to go, grades/ages) SSK.4.2.B
    c. Explain what the physical environment is like at the school location, and analyze how that influences the ways a school is organized and run SSK.4.2.C
3. Analyze the similarities and differences in what neighborhoods are like in places around the world. SSK.4.3
    a. Identify the physical locations of the neighborhoods being looked at and their locations on a map or globe SSK.4.3.A
    b. Analyze similarities and differences between the characteristics of neighborhoods around the globe and the students' neighborhoods (e.g., the way the neighborhood is organized spatially, who neighborhood leaders are, what traditions are celebrated, what buildings and places are there) SSK.4.3.B
    c. Analyze differences among urban, suburban, and rural neighborhoods around the globe and the relationship to population SSK.4.3.C
    d. Explain what the physical environment is like for the neighborhoods being studied, and analyze how that influences the way a neighborhood is organized SSK.4.3.D
    e. Identify what resources, goods, and services are available in the neighborhoods being studied, and explain how people obtain those resources and how the environment influences resource availability SSK.4.3.E