

## Grade 1: Impact on Community and State

### Specific Overview

#### Grade 1: Introduction

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. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders and identify how civic identity is shaped by symbolic figures, places and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today within the context of “today,” “yesterday” and “long ago.”

#### Key Vocabulary

May include, but is not limited to: consumers, goods, government, private institutions, producers, public institutions, responsibilities, rights, scarcity, services, tradition

#### Looking Back, Looking Ahead: Connections to Kindergarten and Grade 2

In kindergarten, students use their immediate surroundings to learn about the foundations of responsible citizenship in their school, city and local communities. In grade 1, this understanding of community continues as students discover how their community fits into Kentucky. In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the United States).

#### *What this would look like in practice*

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 1. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>1.I.Q.1 Ask compelling questions about communities in Kentucky.</b>	“What makes a community healthy?” Teachers can pose this question to students to facilitate exploration about why this standard applies to them and/or their community and state.

Standard	Sample Evidence of Learning
<b>1.I.Q.2</b> Identify supporting questions to investigate compelling questions about communities in Kentucky.	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies to them and/or their community and state to address the compelling question.</p> <ul style="list-style-type: none"> <li>• How do public services impact a community?</li> <li>• How does our community recognize other cultures?</li> <li>• How do community members solve community problems?</li> </ul>
<b>1.E.MA.1</b> Describe how different jobs, as well as public and private institutions, help people in the community.	<p>By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include things like fire fighter, factory worker, police officer, teacher, store clerk, doctor or mechanic. Various jobs like these contribute to the common good and help shape the unique nature of a student's community. Students can explain how jobs from public and private institutions have a positive effect on the community. They can describe how the jobs from public and private institutions contribute to the overall health of the community.</p>
<b>1.G.HI.1</b> Describe how culture and experience influence the cultural landscape of places and regions within their community and state.	<p>Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like religions, philosophies, moral codes, language, social relations, technologies, institutions and organizations. The culture of a community is unique and is illustrated by the traditions found in that community. These traditions may be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. Due to Kentucky's varied landscape, community culture is often built around features specific to an area, which can include, but is not limited to, farming, crafts or industry. Students can describe how culture and experience impact the community. They can identify how the culture of the community contributes to the health of the community.</p>
<b>1.I.U.1</b> Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.	<p>Students can interview family members and friends about their community as one source of information. Additional sources may include, but are not limited to, a community website or a published brochure.</p>
<b>1.I.CC.3</b> Identify ways to civically engage in the local community.	<p>Students can identify how they might effectively communicate a problem and solution to their school principal or local leader.</p>

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to identify the claim and the reasons an author gives to support a claim about a community in a text, or identify information from two or more texts on what makes a community healthy. After learning the purpose and form of informational texts, students could write an informational piece, design a presentation or create a visual to explain what makes a community healthy. They could also compose an opinion on a way to solve a community problem or better serve the community.

## Grade 1: Impact on Community and State Standards

### Introduction

The focus of grade 1 is the continuation of developing students' citizenship skills by expanding their studies from a personal to a local level, to include the state. They explore the interplay between people of the past and modern communities. Students also engage in thinking and conversing about how their community impacts them.

Concepts and Practices	Standards	
<b>I: Questioning</b>	1.I.Q.1	Ask compelling questions about communities in Kentucky.
	1.I.Q.2	Identify supporting questions to investigate compelling questions about communities in Kentucky.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
<b>C: Civic and Political Institutions</b>	1.C.CP.1	Describe the purpose of Kentucky government.
<b>C: Roles and Responsibilities of a Citizen</b>	1.C.RR.1	Identify the rights and responsibilities of citizens.
<b>C: Civic Virtues and Democratic Principles</b>	1.C.CV.1	Describe basic democratic principles.
	1.C.CV.2	Describe civic virtues.
<b>C: Processes, Rules and Laws</b>	1.C.PR.1	Investigate rules and laws in Kentucky to understand their purpose.
<b>C: Kentucky Government</b>	1.C.KGO.1	Identify Kentucky leaders, and explain their roles and responsibilities.
	1.C.KGO.2	Investigate how civic identity is shaped by symbolic figures, places and events.
<b>E: Microeconomics</b>	1.E.MI.1	Differentiate between buyers (consumers) and sellers (producers).
	1.E.MI.2	Give an example of a cost or benefit of an event.
<b>E: Macroeconomics</b>	1.E.MA.1	Describe how different jobs, as well as public and private institutions, help people in the community.
<b>E: Specialization, Trade and Interdependence</b>	1.E.ST.1	Explain why the goods and services people in a community produce are traded with those produced in other communities.
	1.E.ST.2	Investigate how people can benefit themselves and others by developing special skills, strengths and goods.

Concepts and Practices	Standards	
<b>E: Incentives, Choices and Decision Making</b>	1.E.IC.1	Predict a person's change in behavior in response to incentives and opportunity costs.
	1.E.IC.2	Explain how choices are made as a result of scarcity.
<b>E: Kentucky Economics</b>	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.
<b>G: Migration and Movement</b>	1.G.MM.1	Explain why and how people and goods move to and within communities.
<b>G: Human Interactions and Interconnections</b>	1.G.HI.1	Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
<b>G: Human Environment Interaction</b>	1.G.HE.1	Describe ways people modify their environment.
<b>G: Geographic Reasoning</b>	1.G.GR.1	Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
<b>G: Kentucky Geography</b>	1.G.KGE.1	Compare the physical and human characteristics of communities in Kentucky.
<b>H: Change and Continuity</b>	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
<b>H: Cause and Effect</b>	1.H.CE.1	Predict the causes and effects of events in their community and state.
<b>H: Conflict and Compromise</b>	1.H.CO.1	Describe interactions that occur between individuals as members of groups, the community and/or state.
<b>H: Kentucky History</b>	1.H.KH.1	Compare life in Kentucky in the past to life in Kentucky today.
	1.H.KH.2	Identify Kentucky symbols, songs and traditions.
<b>I: Using Evidence</b>	1.I.UE.1	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
	1.I.UE.2	Construct responses to compelling and supporting questions about communities in Kentucky.

Concepts and Practices	Standards	
<b>I: Communicating Conclusions</b>	1.I.CC.1	Construct an explanation about a specific community in Kentucky.
	1.I.CC.2	Construct an argument with reasons to address how to improve the local community and Kentucky.
	1.I.CC.3	Identify ways to civically engage in the local community.
	1.I.CC.4	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

### Grade 1: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

#### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	1.C.CP.1 Describe the purpose of Kentucky government.	Kentucky government creates laws that benefit the well-being and safety of community members. Kentucky government approves budgets and administers amenities and services, including, but not limited to, roads, public schools, state parks, state courts and public safety.
<b>C: Roles and Responsibilities of a Citizen</b>	1.C.RR.1 Identify the rights and responsibilities of citizens.	Rights and responsibilities may include, but are not limited to, the right to an education, the right to vote, freedom of speech and the responsibility to pay taxes and serve on a jury.
<b>C: Civic Virtues and Democratic Principles</b>	1.C.CV.1 Describe basic democratic principles.  1.C.CV.2 Describe civic virtues.	Democratic principles are the building blocks of good government and may include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom.  Civic virtues are principles that encourage citizens to be involved in activities that benefit society, which may include, but are not limited to, taking turns, being kind to others, serving on a jury and voting in elections.
<b>C: Processes, Rules and Laws</b>	1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.	Rules and laws are created to establish order, benefit citizens and keep people safe. They may include, but are not limited to, obeying traffic signs or attending school. These have the purpose of maintaining safety and providing educational opportunities.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Kentucky Government</b>	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities.	Kentucky leaders which may include, but are not limited to, governor, lieutenant governor, legislator or judge may be identified. Roles like making and upholding laws, and responsibilities like listening to citizens' needs, may be explained.
	1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.	Civic identity can be shaped by diverse historical figures from the state, local communities, and unique places, which may include, but are not limited to, Churchill Downs, Mammoth Cave and the Appalachian Mountains, as well as events that have shaped civic identity in Kentucky like national conflicts.

#### Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).	Consumers purchase goods and services; producers provide these goods and services.
	1.E.MI.2 Give an example of a cost or benefit of an event.	When making a choice, a person often considers the benefits of the choice and the costs of the choice. For example, a school may want the benefit of more space for children to play gained by expanding the playground but will experience the cost of losing shade when two trees are cut down to make room. A community might want the benefit of more classrooms gained by building a new school, but must incur the cost of purchasing the land first.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Macroeconomics</b>	1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.	<p>By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include things like fire fighter, factory worker, police officer, teacher, store clerk, doctor or mechanic. Various jobs like these contribute to the common good and help shape the unique nature of a student's community.</p> <p>Public institutions are owned by the government whereas private institutions are owned by citizens. Public institutions may include, but are not limited to, schools and libraries. Private institutions may include, but are not limited to, homeless shelters run by charities and local businesses.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.</p> <p>1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.</p>	<p>Sometimes a community does not have the resources or skills to produce all the goods and services they would like. Therefore, they may trade a good or service they do have to another place in order to receive from that place a good or service they don't have. Communities are benefitted when they can provide goods and services based on resources and skills available to them. For example, coal is available in some regions and can be traded to regions which do not have this resource.</p> <p>When individuals develop special skills, or specialize, goods and services are created more efficiently. This means that places and people do and produce what they are best at and can trade those goods and services for those of places that specialize in something different.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Incentives, Choices and Decision Making</b>	1.E.IC.1      Predict a person's change in behavior in response to incentives and opportunity costs.	<p>An incentive encourages or motivates a decision maker in favor of a particular choice. For example, an incentive can encourage a positive behavior, such as working to earn more money. An incentive can also discourage behavior, such as receiving a fine for driving too fast.</p> <p>Opportunity cost is what is given up to achieve something else, such as choosing to stay inside and play video games instead of going to play outside. The time not spent playing outside is the opportunity cost of staying inside to play video games.</p>
	1.E.IC.2      Explain how choices are made as a result of scarcity.	<p>Scarcity means that resources are limited. Examples of scarcity include, but are not limited to, a classroom with twenty students but only five computers or the fact that a student has a limited amount of time to play outside after school. Because of scarcity, people must make choices about how to allocate these limited resources.</p>
<b>E: Kentucky Economics</b>	1.E.KE.1      Identify and describe what goods and services are produced in different places and regions in Kentucky.	<p>Goods and services in Kentucky include, but are not limited to, coal, tobacco, horses, crafts, cars, health care, hotels.</p> <p>Each region may specialize in a good or service and thus be able to trade that good or service with those who specialize in something else.</p>

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## Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	1.G.MM.1 Explain why and how people and goods move to and within communities.	Sometimes a community does not have the resources or skills to produce all the goods and services they would like. Therefore, they may trade their goods or services with others, causing goods and services to move to and within that community. People also move to and within communities. Examples may include a cafeteria shipping in bananas which grow only in warm climates to eat at lunch in a place that is cold, or a family moving to be close to their child's school to save time during their commute.
<b>G: Human Interactions and Interconnections</b>	1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.	Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like religions, philosophies, moral codes, language, social relations, technologies, institutions and organizations. The culture of a community is unique and is illustrated by the traditions found in that community. These traditions may be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. Due to Kentucky's varied landscape, community culture is often built around features specific to an area, which can include, but is not limited to, farming, crafts or industry.
<b>G: Human Environment Interaction</b>	1.G.HE.1 Describe ways people modify their environment.	People may modify their environment in ways that include, but are not limited to, planting trees, building structures, expanding cities, farming and diverting waterways.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Geographic Reasoning</b>	1.G.GR.1 Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.	Geographic representations include, but are not limited to, maps, globes, graphs, diagrams, GPS and aerial photographs. Students may use the properties of these representations which include, but are not limited to, title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians to organize information about familiar places at different scales, like classroom, town or state.
<b>G: Kentucky Geography</b>	1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.	Communities differ in physical characteristics, such as land and water forms, natural vegetation and climate, as well as human characteristics, such as housing, transportation, types of clothing, food items, language and religion.

#### History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.	The past impacts the present through the cultures which exist in an area, the ways people interact and the technology which modern people use.
<b>H: Cause and Effect</b>	1.H.CE.1 Predict the causes and effects of events in their community and state.	An event is an experience, incident or a planned public or social occasion. For example, Kentucky is known for the thoroughbred industry and is home to the Kentucky Derby. Students may predict why Kentucky hosts such an event and the effects of the event on their community and state.
<b>H: Conflict and Compromise</b>	1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.	Whether working independently or cooperatively, people learn in the context of families, peers, schools and communities. Groups found in a student's community and state may, at times, conflict with one another; however, members of a community must cooperate through work, play or learning to complete tasks.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Kentucky History</b>	1.H.KH.1      Compare life in Kentucky in the past to life in Kentucky today.	Life in Kentucky communities is affected by customs, gender roles, ethnic and cultural groups, available transportation, technology, education and recreation among others, and these change over time. Students may compare the similarities and differences of life of an American Indian before colonization to their own life or the life of an early Kentucky settler to their own life.
	1.H.KH.2      Identify Kentucky symbols, songs and traditions.	Kentucky symbols, songs and traditions may include, but are not limited to, the state flag, the state bird, the state song and the Kentucky Derby.

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