PRIMARY
SOCIAL STUDIES
Kentucky Core Academic Standards – Social Studies – Primary

The social studies program in primary includes connections to literature, active, hands-on work with concrete materials and appropriate technologies. Although the social studies program for primary is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in social studies. This style of learning reflects the developmental nature of children.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the primary level are directly aligned with Kentucky’s Academic Expectations. Social Studies standards are organized around five “Big Ideas” that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.
Big Idea: Government and Civics
The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### Academic Expectations

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>2.14</td>
<td>Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</td>
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<tr>
<td>2.15</td>
<td>Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</td>
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### Primary Enduring Knowledge – Understandings

**Students will understand that**
- local governments are formed to establish order, provide security and accomplish common goals.
- citizens of local communities have certain rights and responsibilities in a democratic society.
- local communities promote the basic principles (e.g., liberty, justice, equality, rights, responsibilities) of a democratic form of government.

### Primary Skills and Concepts

**Students will**
- demonstrate (e.g., speak, draw, write) an understanding of the nature of government:
  - explain basic functions (to establish order, to provide security and accomplish common goals) of local government
  - explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)
  - investigate how the local government pays for services (by collecting taxes from people who live there)
  - explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community
  - investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)
- explore personal rights and responsibilities:
  - explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)
  - describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news
- use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)
Big Idea: Cultures and Societies
Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Academic Expectations
2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

Primary Enduring Knowledge – Understandings
Students will understand that
- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition).
- a variety of factors promote cultural diversity in a community.
- an understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

Primary Skills and Concepts
Students will
- develop an understanding of the nature of culture:
  - explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
  - investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)
- investigate social institutions (e.g., schools) in the community
- describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups
- describe and give examples of conflicts and conflict resolution strategies
Big Idea: Economics
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

Academic Expectations
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Primary Enduring Knowledge – Understandings
Students will understand that
- the basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.
- a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.
- economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.
- markets enable buyers and sellers to exchange goods and services.
- production, distribution and consumption of goods and services in the community have changed over time.
- individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

Primary Skills and Concepts
Students will
- develop an understanding of the nature of limited resources and scarcity:
  o investigate and give examples of resources
  o explain why people cannot have all the goods and services they want
  o solve economic problems related to prioritizing resources, saving, loaning and spending money
  o explore differences between limited natural resources and limited human resources
- investigate banks in the community and explain how they help people (e.g., loan money, save money)
- compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)
- describe and give examples of production, distribution and consumption of goods and services in the community
Big Idea: Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectations

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Primary Enduring Knowledge – Understandings

Students will understand that

- the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.
- patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.
- people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

Primary Skills and Concepts

Students will

- develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate and describe familiar places at school and the community
  - create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)
  - identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)
- investigate the Earth’s surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):
  - locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)
  - identify and explain patterns of human settlement in different places
- compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)
- recognize how technology helps people move, settle, and interact in the world
Big Idea: Historical Perspective
History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

Academic Expectations
2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Primary Enduring Knowledge – Understandings
Students will understand that
- history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.
- history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.
- history has been impacted by significant individuals and groups.

Primary Skills and Concepts
Students will
- develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementos, artifacts, Internet, diaries, timelines, maps):
  - examine the past (of selves and the community)
  - distinguish among past, present and future people, places, events
  - explain why people move and settle in different places; explore the contributions of diverse groups
- use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):
  - investigate and give examples of factual and fictional accounts of historical events
  - explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)
- investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty)