

Course Syllabus

Social Studies, Social Studies Grade K

Morgan County Curriculum 4.1 Elementary., Final
Morgan County School District

Government and Civics

- 1.1.1 Introduced
The learner will be able to identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide like police and fire protection roads and snow removal, garbage pick-up and identify how they pay for these services taxes).
- 1.1.2 Introduced
The learner will be able to identify and explain the purpose of rules within rules like schools, clubs, and teams and compare rules with laws.
- 1.3.1 Introduced
The learner will be able to define basic democratic ideas like liberty, justice, equality, rights, and responsibility and explain why they are important today.
- 1.3.2 Introduced
The learner will be able to identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.

Cultures and Societies

- 2.1.1 Introduced
The learner will be able to describe cultural elements like beliefs, traditions, languages, skills, literature and the arts.
- 2.1.2 Introduced
The learner will be able to study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.
- 2.3.1 Introduced
The learner will be able to describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.

- 2.3.2 Introduced
The learner will be able to identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).

Economics

- 3.1.1 Introduced
The learner will be able to define basic economic terms related to scarcity like opportunity cost, wants and needs, limited productive resources-natural, human, capital and explain that scarcity requires people to make economic choices and incur opportunity cost.

Geography

- 4.1.1 Introduced
The learner will be able to use geographic tools like maps, globes, mental maps, charts, graphs, to locate and describe familiar places at home, school and the community.
- 4.1.2 Introduced
The learner will be able to use geographic tools to identify major landforms (e.g., continents, mountain ranges) bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.
- 4.1.3 Introduced
The learner will be able to describe how different factors like rivers and mountain influence where activities are located in the community.
- 4.2.1 Introduced
The learner will be able to describe places on Earth's surface by their physical characteristics like climate, landforms and bodies of water.
- 4.3.1 Introduced
The learner will be able to describe patterns of human settlement in places and regions on the Earth's surface.
- 4.3.2 Introduced
The learner will be able to describe how technology helps us move, settle and interact in the modern world.

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- 4.4.1 Introduced
The learner will be able to describe ways people adapt to/modify the physical environment to meet their basic needs of food, shelter and clothing.
- 4.4.2 Introduced
The learner will be able to describe how the physical environment can both promote and restrict human activities.

Historical Perspective

- 5.1.1 Introduced
The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.
- 5.2.1 Introduced
The learner will be able to identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.
- 5.2.2 Introduced
The learner will be able to identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodland) and explain why they settled in what is now the United States.
- 5.2.3 Introduced
The learner will be able to describe change over time in communication, technology, transportation and education in the community.