

# Family-Friendly Guides to the SC Social Studies Standards for 1<sup>st</sup> Grade: Life in South Carolina

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The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina’s children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http:// sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate\\_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

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## How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student’s Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

## Summary of the course:

Grade one students continue their social studies experience by examining ways their community is a part of the state of South Carolina. By studying different geographic and economic features of the state, students will use skills of a social studies thinker when inquiring into the diversity of the state. Instruction should utilize the specific thinking skills of a historian, geographer, economist, and political scientist, developed for grade one. The progression of developmentally appropriate thinking skills begins in kindergarten and builds with each year of social studies instruction. The disciplinary skills, themes, and content knowledge work together to support the goals of the Profile of the South Carolina Graduate.

# Family Friendly Guide for 1<sup>st</sup> Grade Social Studies Life in South Carolina

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## Content Exploration

Kindergarten –12<sup>th</sup> grade Social Studies instruction centers on the themes of history, economics, geography, and civics and government. While the standards in the primary grades are these actual four themes, the courses that come after are built on sub-themes of the original four.

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

Standard	Summary
1: History	Students will explore the similarities and differences within South Carolina, and the exploration of associated patterns between them, allowing students to develop the foundational understanding that history involves continuities and changes in people from all backgrounds, and that patterns of history develop over time.
2: Geography	By studying South Carolina’s diverse physical geography and the state’s location relative to other places in the United States, students begin to develop an understanding that humans interact with the various features of Earth and consequently create different cultural, economic, and historical landscapes.
3. Economics	By exploring how the availability of resources influences economic conditions in South Carolina, students begin to understand how resources impact the personal economic decisions that individuals make.
4: Civics and Government	Students will explore how responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships.

## Skills Focus

Skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

<b>History Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Comparison</b>	Identify similarities and differences between oneself and others.	Identify similarities and differences between one’s community and other South Carolina communities over time.	Identify and compare significant historical events, moments, and symbols in U.S. history.
<b>Causation</b>	This skill is introduced in grade one.	Analyze a current event in South Carolina and make predictions about possible outcomes.	Identify current or past U.S. events and discuss the possible causes and effects.
<b>Continuities and Changes</b>	Identify ways in which individuals change or stay the same over time.	Explain how lives and communities change or stay the same over time because of current events.	Analyze patterns of continuities and changes within U. S. history through the use of evidence from a variety of sources, such as graphic organizers, maps, photographs/images, texts, and timelines.
<b>Evidence</b>	Identify different forms of evidence used in historical inquiry such as digital sources, maps, photographs/images, or texts.	Evaluate different forms of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, or texts.	Evaluate different forms of evidence used in historical inquiry and determine their validity.

<b>Geography Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Maps</b>	Identify a map, various map features, and explain the purpose of maps.	Identify various types of maps, map features, and the purpose of maps.	Describe and compare various landforms over time within the U. S. through the use of primary and secondary sources.
<b>Gather Evidence and Communicate Findings</b>	Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and natural features.	Describe and compare various landforms within South Carolina through the use of primary and secondary sources.	Identify the geographic location of the U.S. in relation to the rest of the world.
<b>Conditions and Connections</b>	Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation.	Identify and differentiate between rural, suburban, and urban areas within South Carolina.	Explain how the distribution of human features, physical features, and natural resources in the U. S. impact economic activity.

<b>Economic Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Establish Relationships</b>	Identify and compare wants and needs.	Compare goods and services in the school, community, and state.	Examine the purpose of currency and how income, savings, and spending are parts of a budget
<b>Interpret</b>	Explain how wants and needs change over time.	Explain how goods and services change over time.	Explain how budgets change as wants and needs or the availability of goods and services change.
<b>Communicate and Conclude</b>	Explain why people have jobs, and describe the economic benefits for self and community.	Research and describe how goods and services differ in rural, suburban, and urban areas in South Carolina.	Create a simple budget and articulate the priorities using economic terms such as expenses, income, and savings.
<b>Informed Participation</b>	Identify an economic want or need at one's school or community level and create a solution.	Identify an economic want or need at the local or state level and create a solution in the form of a good or a service.	Interpret data to show how geographic location and available resources impact economic decision-making.

<b>Civics and Government Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Establish Relationships</b>	Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.	Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.	Identify cultural and ethnic groups in the U.S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.
<b>Interpret</b>	Explain the purpose of rules and laws, and discuss consequences of breaking them.	Describe the basic purpose, structure, and function of South Carolina's government at both the local and state level.	Use primary and secondary sources to research a national figure who demonstrated civic dispositions.
<b>Communicate &amp; Conclude</b>	Establish and practice classroom rules and procedures for listening and responding appropriately to others.	Demonstrate ways to display active and responsible citizenship in local and state government.	Analyze how rights are granted to U.S. citizens through the founding documents.
<b>Informed Participation</b>	Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.	Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.	Use evidence to propose and communicate a resolution to a national issue.

## Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

### Possible Questions for Inquiry for your 1<sup>st</sup> Grade Student:

- What are some cultural and natural features of our community and how have they changed over time?
- Why do different places in South Carolina have different physical features?
- How does this week's weather affect your home, neighborhood, and school?
- How have past and current leaders in both state and local governments made changes in our state and community?
- How has South Carolina changed over time? How has it stayed the same? What evidence could I collect to show this continuity and change?
- How is my community affected by a specific event? How does an event in another community in South Carolina affect mine?
- What are the advantages of a paper? What are the advantages of a digital map?
- Why would you rather live in a rural, suburban, or urban community?
- What industries and services are available to people living in urban areas that are not available to those living in rural ones?
- What landforms help to define a particular place in South Carolina?
- Explore a variety of maps of South Carolina, what can you determine about particular landforms, natural resources, and regions?
- What are the features of a high-quality map?
- Why does a rural fire department rely on volunteers when urban fire departments have a paid staff?
- How do farming, fishing, and forestry impact the regions of our state? Our community?
- What goods and services are available now that were not available in the past? What was available in the past that is still available today? What was available in the past that is no longer available today? Why have these changed?
- What goods or services in urban areas are unavailable in rural ones? What goods or services in rural areas are unavailable in an urban area? What services do you think one of these areas need?
- What is something that our community OR state needs? What plan can we develop to get what we need for our community OR state?
- What are ways to value others that may have a different viewpoint or belief than our own?
- What is respect and why is it important?
- How are local and state laws similar to the rules we have at school?
- What is a rule/law that would improve our school/community/state?
- What actions can we take around school to make the school a better place?
- How do we determine an issue that needs addressing?

**Additional Resources:**

- 2019 South Carolina Social Studies College- and- Career- Ready Standards
  - o The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
  
- South Carolina Social Studies Instructional Guides
  - o The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
  
- South Carolina ETV
  - o The site may also be found by visiting: <https://www.sctv.org/>
  
- South Carolina Remote Learning
  - o These are websites that are identified by grade level and content range for your student.
  - o The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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