

Family-Friendly Guides to the SC Social Studies Standards for **Kindergarten:** The Community Around Us

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.

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:

Kindergarten students will begin their social studies experience by examining ways they are part of a classroom community and all of the social studies concepts involved in that community. By comparing themselves with classmates, mapping their classroom, and exploring classroom wants and needs with their teacher, kindergarten students will start to use skills of a social studies thinker. Instruction should utilize the specific thinking skills of a historian, geographer, economist, and political scientist developed for kindergartens. 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 Kindergarten Social Studies The Community Around Us

Content Exploration

Kindergarten –12th 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 how the development of historical thinking skills begins in kindergarten by comparing individuals and examining the ways in which they change and/or remain the same over time.
2: Geography	Students will explore how map literacy skills are essential to the synthesizing of cultural and natural information which allows for geographic questioning within the social studies standards.
3: Economics	Students will explore the fundamental economic concepts introduced in kindergarten are developed throughout social studies education and impact one's everyday choices.
4: Civics and Government	Students will explore the attributes of responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions to 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.

History Skills			
	Kindergarten	Grade 1	Grade 2
Comparison	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.
Causation	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.
Continuities and Changes	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.
Evidence	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.

Geography Skills			
	Kindergarten	Grade 1	Grade 2
Maps	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.
Gather Evidence and Communicate Findings	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.
Conditions and Connections	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.

Economic Skills			
	Kindergarten	Grade 1	Grade 2
Establish Relationships	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
Interpret	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.
Communicate and Conclude	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.
Informed Participation	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.

Civics and Government Skills			
	Kindergarten	Grade 1	Grade 2
Establish Relationships	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.
Interpret	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.
Communicate & Conclude	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.
Informed Participation	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 Kindergarten Student:

- What makes an individual change or stay the same?
- In what ways are you similar and different from your classmates?
- How could you show others how you have changed since you were a baby? How could you show others how you have stayed the same?
- How do we know our community has changed over time? What has changed and what is the same?
- How is our school/community like other schools/communities? How does our school/community differ from other schools/communities?
- Why do individuals/communities change?
- If you were helping a new student find our classroom/your home/our school, how would you do this? What would be key features to highlight along the way?
- Someone is moving to our town/city and needs to know where to find important places. What important physical and cultural features should be highlighted?
- How can you improve the fire evacuation map for our classroom?
- What would be important information to include on a fire evacuation map for your family?
- What do we need? What do we want? How do needs and wants differ?
- Are needs more important than wants? Are wants more important than needs?
- How can a person prepare to meet individual wants and needs?
- What is something that our classroom wants or needs, should we try to acquire it, and if so, how should we acquire it?
- How do you choose between two things that you want?
- Could a want, such as a swimming pool, be considered a need?
- Why do I have to be responsible? What are my responsibilities at home and school? What would happen if I weren't responsible?
- Are all rules good rules? In our classroom? In our school? In our community?
 - Who makes the rules?
 - What does it mean to follow the rules?
 - Are rules fair?
- Why do rules change? What are some rules that could be changed and what new rules can you propose to improve them?
- What is an issue facing our classroom/school? What is our responsibility? How can we possibly fix it?
- What qualities make for good citizenship and how do these qualities benefit an individual, their family, their school, and their community?
- You have been asked to meet with a group of diverse school/community members who have very different opinions and feelings about a new playground? How should you prepare to meet with this group?

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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