

Family Friendly

GUIDE FOR FIRST GRADE

English Language Arts

In first grade, the primary focus is **connecting letters and sounds together**. This helps students to change words from print to speech (read) or change words from speech to print (write). Further practice of this helps to produce reading fluency.

First graders focus on finding meaning in texts. They gather information from pictures and illustrations from printed text. This helps students with retelling stories and to use information to find morals and lessons within those stories. By continuing to receive guidance, first graders should show independent proficiency by the end of the year.

In first grade, students read four major types of literary texts in print and multimedia format. These include fiction, literary nonfiction, poetry, and drama. Students read a variety of informational texts in print and multimedia formats and begin using text features such as captions, graphs, and glossaries to locate information.

In writing, first grade students focus on mastery of writing in print and continue to explore opinion, informative, and narrative types of writing at developmentally appropriate levels. First grade students learn how to appropriately enter conversations and adjust their voice based on the situation.



This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting first grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In first grade, students should:

- **read and write** on their own for different reasons.
- **talk about and ask questions** about all sorts of texts, such as pictures, videos, and songs, not just books.
- with some help, **ask and answer** questions about stories, like who, what, when, where, why, and how.
- **take turns speaking**, listening carefully, and responding when others talk about books and other topics.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

In first grade, students should:

- have fun making up words that sound the same or rhyme and breaking them into smaller parts.
- practice taking sounds out, adding new ones, or swapping them in words they say to make new ones.
- learn different tricks to read longer words, like ones that have two parts or special groups of letters that make certain sounds.
- figure out which letters make different sounds when they read, especially when they are together in a word.
- use things like the title, table of contents, and the list of words at the back of the book to help them find their way around and understand what they are reading.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In first grade, students should:

- learn about characters, where the story takes place, and what happens in a story when reading.
- figure out who is telling a story.
- learn about language in stories, like words that sound the same, imitate noises, or paint a picture in their mind.
- learn about stories that tell a tale and books that give facts, and use special parts of the book such as captions and word lists to find information they need.
- practice telling stories they have heard or read, focusing on the most important parts, the main idea, and/or the lessons they learned.

RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

In first grade, students should:

- ask and answer questions about books and other items they read or see to learn more.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In first grade, students should:

- write pieces that share what they think, back it up with reasons, and end with a strong conclusion.
- write about topics, give lots of details to explain them, and finish with a good ending.
- write stories that make sense, have a beginning, middle, and end, and use words to show what characters do and think.
- write with correct capital letters, punctuation marks, and make sure the words match up right.
- use different kinds of words, like names, action words, describing words, and words that join things together, in the right way when they write.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Literacy Rich Home:** Provide literacy materials around the home such as children's literature, magazines, coupons, brochures, take-out menus, catalogs, newspapers, etc.
- **Role Model:** Read, write, talk, and listen in front of your child.
- **Daily Reading:** Provide dedicated time for reading together and talking about books. Independent reading is important as well.

Foundations of Literacy:

- **Road Trip Reading:** While traveling, read road signs.
- **Fridge Fun:** Use magnetic letters to spell words on the refrigerator.
- **Unscramble Words:** Draw three boxes side-by-side on a piece of paper. Using magnetic or paper letters, scramble the letters of a simple three-letter word (big, bug, top, tap). Ask your child to unscramble the letters and place them into the correct box.

Applications of Reading:

- **Set Reading Time:** Set aside a time to read together after dinner and/or bedtime. Read picture books and informational texts with your child. Have them read grade appropriate texts to you.
- **Encourage Discussions:** After reading a page, encourage discussion about the pictures and what happened. If it is nonfiction, read a page and discuss the pictures and facts.
- **Make Predictions:** Before reading, use the front cover to predict what might happen. As you read together, stop to make new and/or confirm predictions.

Research:

- **Encourage Discussions:** Engage in discussions while reading informational texts. State facts learned. Look at corresponding illustrations, photographs, charts, tables, graphs, maps, etc.
- **Record Facts:** After reading informational texts, record and illustrate facts on paper or a digital device.
- **Encourage Curiosity:** Spark natural curiosity by asking and answering questions. Explore topics of interest. Visit the library to find resources. Search child-friendly internet sites. Take a "family field trip."

Communications:

- **Trip Journals:** While visiting places, draw a picture and/or write about a thing, animal, or person. Talk about the experience.
- **Create Sentences Using Pictures:** Create simple and complex sentences from pictures of various people, places, and things. Ask questions to expand sentences orally and written.
- **Role Model and Engage:** Talk together while in the car, making dinner, running errands, in the store, etc. Greet others, take turns responding to others, and ask/answer questions.

ASSESSMENT

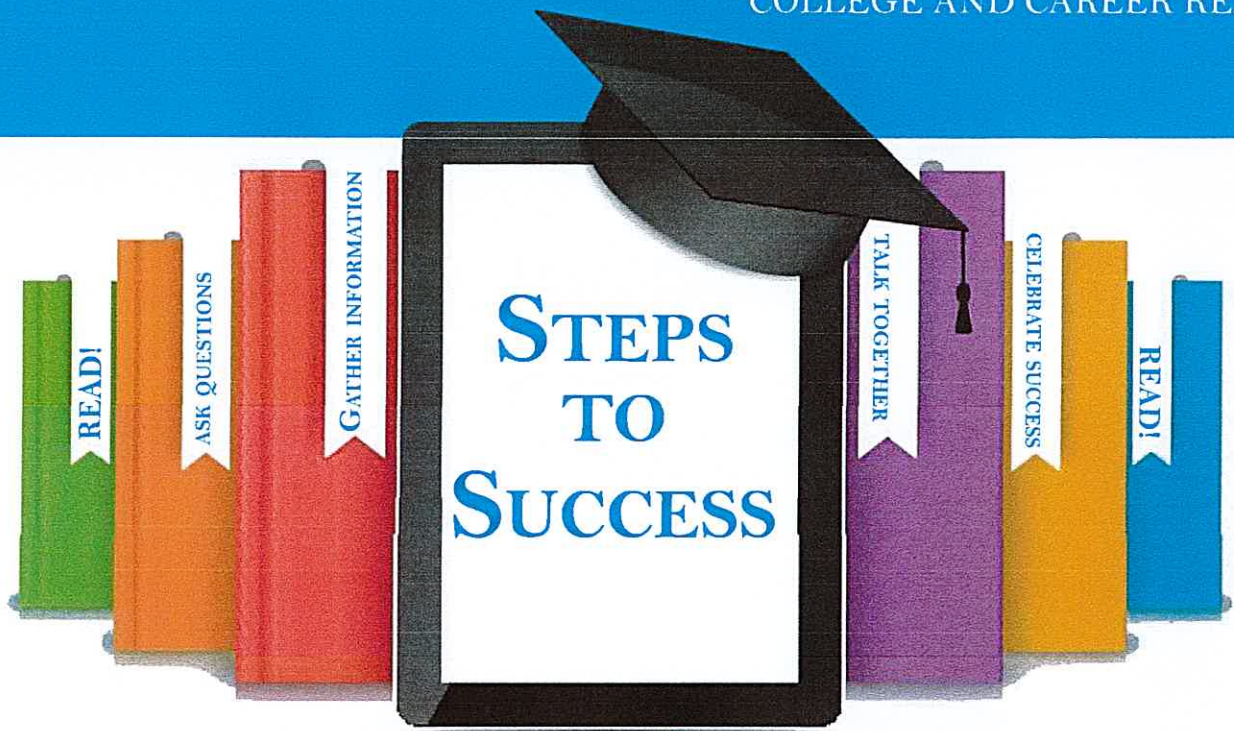
Your student will be assessed in various ways throughout the school year. In the classroom, your student will participate in informative, interim, and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).

SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



Family-Friendly Guide for First Grade Mathematics

First-grade students have an increased ability to problem solve. *South Carolina College- and Career-Ready Standards* in math takes advantage of this capability to explore and introduce a number of different concrete building blocks of math, such as operations and number sense. The focus is on the foundation skills they need to become great mathematicians. Your child will work on math problems with real-life applications.

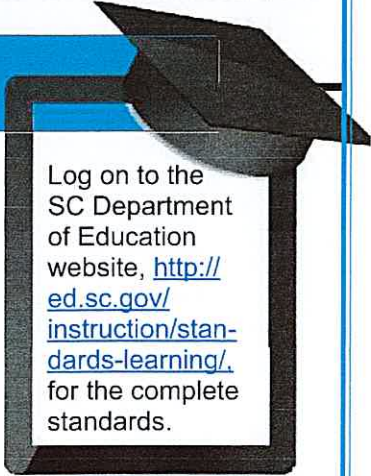
Today, math concepts are taught differently from when you were in school. Don't be surprised when your first grader adds and subtracts from the left instead of the right; she is "bundling," putting numbers into tens in order to understand better our base ten system. He will use number lines and charts to work out solutions.



STEPS TO SUCCESS

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in mathematics and should be able to do upon exiting first grade
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help



Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/>, for the complete standards.

LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for Mathematics*:

- 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, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- 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 Col-*

lege- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The Mathematics standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect. (See http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and endorsed by the Superintendents’ Roundtable as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, and emphasizes critical thinking and problem solving, communication, and interpersonal skills.

MATHEMATICS IN FIRST GRADE

NUMBER SENSE

First-grade students expand their concept of numbers beyond 100. They begin to develop an understanding of the base-ten number system and the importance of “place value.” They can compare quantities. These **Steps to Success** include:

Kindergarten	First Grade	Second Grade
• Count by ones and tens to 100 • Read and write numbers 0 to 20 • Understand that when counting objects, the last number said tells the number of objects in a group. The number of objects is the same regardless of their arrangement or the order in which they are counted. • Compare two written numbers up to ten using <i>more than</i>, <i>less than</i>, and <i>equal to</i> • Know that 11 is 1 ten and 1 one, 12 is 1 ten and 2 ones, up to 19	• Count by ones and tens to 120 and by fives to 100. Start with any number. • Understand that a bundle of ten ones is 10 • Understand “place value” up to 99, (for example, 83 is made up of 8 tens and 3 ones) • Understand that two-digit numbers can be broken up in several ways (34 equals 3 tens and 4 ones or 2 tens and 14 ones, etc.) • Compare two-digit numbers up to 99 using <i>more than</i>, <i>less than</i>, and <i>equal to</i>. Explain why. • Add and subtract by tens up to 100 based on place value. Explain the reason for the answer given.	• Count by tens and hundreds to 1,000. Start with any number. • Understand “place value” up to 999 (hundreds, tens, ones) • Recognize that 100 is a bundle of tens • Understand that three-digit numbers can be broken up in several ways (4 hundreds, 12 tens, and 4 ones, etc.) • Add and subtract fluently through 99 • Add up to four two-digit numbers. Explain the reason for the answer given.

MATHEMATICS IN FIRST GRADE

THINKING AND OPERATIONS

First-grade students begin to work on real world problems with addition and subtraction. They can add up to three numbers that equal to no more than 20. These **Steps to Success** include:

Kindergarten	First Grade	Second Grade
• Determine the missing number in a math problem that has a sum of 10. ($3 + \underline{\quad} = 10$, $\underline{\quad} + 8 = 10$) • Add and subtract fluently up to 5 (e.g., $6 - 1 = 5$, $4 + 1 = 5$; $7 - 2 = 5$, $3 + 2 = 5$) • Solve real-world problems by adding and subtracting up to 10, using objects and drawings • Describe simple repeating patterns like shapes, colors, and activities found in a shirt, drawing, or game	• Solve real-world problems with addition and subtraction up to 20 • Solve real-world problems that include up to three numbers with a sum of no more than 20 • Understand that changing the order or the grouping of numbers to be added does not change the sum. Use up to three numbers. • Add and subtract fluently up to 20 • Determine the missing number in equations within 20 • Balance both sides of an addition or subtraction problem up to 10 (e.g., $6 = 6$ [true], $5 = 6$ [false], $1 + 5 = 6$ [true], $1 + 5 = 5$ [false], etc.) • Extend and explain repeating and growing patterns	• Solve one- and two-step word problems with addition and subtraction up to 100 • Determine odd and even numbers, for numbers through 20, by finding two equal numbers to represent the number ($3 + 3 = 6$, $5 + 5 = 10$) • Use addition to find the number of squares highlighted in a rectangle with up to 5 rows and 5 columns



MATHEMATICS IN FIRST GRADE

GEOMETRY

First-grade students learn to identify additional shapes, work with dividing shapes and making new objects. These **Steps to Success** include:

Kindergarten	First Grade	Second Grade
- Identify shapes from everyday life like triangles, circles, squares, rectangles, hexagons, spheres, cones, cubes, and cylinders - Classify shapes as 2-dimensional (flat) or 3-dimensional (solid) - Draw 2-dimensional shapes and make models of 3-dimensional shapes - Analyze shapes of different sizes and positions. Compare the differences.	- Identify additional shapes like hexagons (stop signs), trapezoids (kites), etc. - Know that the number of sides define a shape and that color does not define a shape. This is called defining and non-defining attributes. - Combine 2-dimensional shapes or 3-dimensional shapes to make new shapes - Divide 2-dimensional shapes into 2 or 4 equal parts	- Identify triangles, quadrilaterals, hexagons, and cubes. Draw shapes with a specific number of sides. - Divide a rectangle into equal-sized rows and columns. Count to find the total number of the parts. - After dividing shapes into equal parts, understand a <i>half</i>, a <i>fourth</i>, a <i>half of</i>, and a <i>fourth of</i> - Recognize that parts of an object become smaller as the number of parts increases

MEASUREMENT AND DATA ANALYSIS

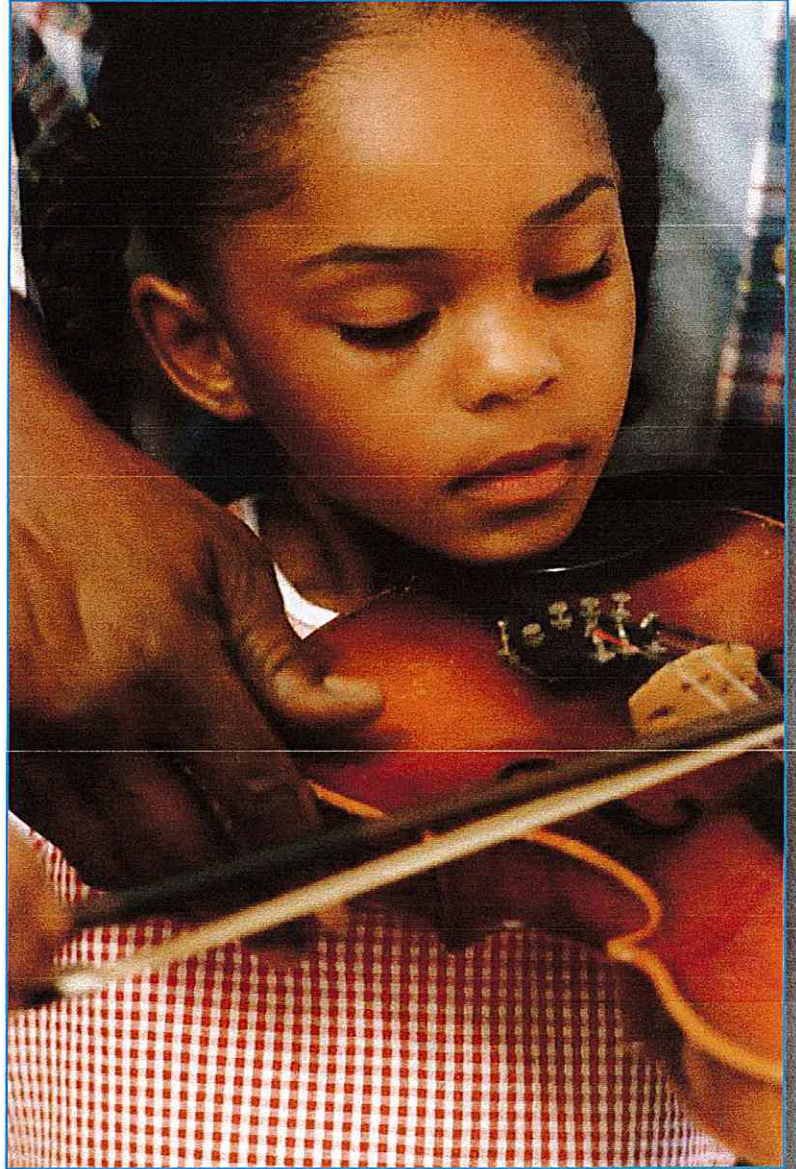
First-grade students learn to use units of measure and to represent data on simple graphs and charts. They learn to read clocks and identify coins. These **Steps to Success** include:

Kindergarten	First Grade	Second Grade
- Identify what aspects of an object can be measured like the length and weight of an object - Use comparison words to describe objects like <i>lighter/heavier</i> or <i>shorter/longer</i> - Sort and classify items into 2 or 3 categories like <i>rough</i> or <i>smooth</i> - Use objects and picture graphs to draw conclusions. Use tally marks from 1 to 10 then from 1 to 20.	- Put objects in order by length by comparing them to another, selected object. This is an indirect comparison. - Use units of length to show the total length of an object - Sort and classify items into 3 categories and represent the "data" using graphs and charts - Draw conclusions from graphs and charts - Tell time to the hour and half hour on digital and face clocks - Identify coins by value and use the ¢ symbol	- Use suitable tools to measure the length of an object - Measure an object using various lengths (foot/yard). Explain why the measurements differ. - Estimate and measure in everyday units (inch, foot, yard, centimeter, meter). Determine how much longer one object is from another. - Sort and classify items into 4 categories and represent the "data" using picture and bar graphs - Produce data by measuring objects and organize the data on a horizontal line plot - Tell time to the nearest five minutes and use <i>a.m.</i> and <i>p.m.</i> - Solve real-world problems using dollar bills with the \$ symbol and using coins with the ¢ symbol

LEARNING AT HOME

Learning doesn't end at the school door. Your child needs support and help from you to succeed in the first grade. Work with your child at home. Be informed about what he is working on and know whether he needs help with specific skills. Remember, your attitude matters to her. Here are some suggestions for things to do at home to help your child learn:

- Take every opportunity to count. Count the steps into your house, the blocks to the store, the number of people in line, or the red cars on the road. Then count from the number backwards. Count up to the number by tens and fives.
- Have your child add doubles, such as $4+4$ and $5+5$, from one to 10. Help him remember the sum by drawing a picture of the answer ($1+1=2$, he might draw two eyes). This activity helps your child more quickly add doubles and will carry over into adding adjacent numbers ($2+3$) and larger numbers ($33+33$).
- Let your first grader measure family members' clothing against her own. How many of his socks make them equal to big brother's? Compare sleeve or pant leg lengths from other family members' against hers.
- Take a page from the newspaper and have your child circle all the numbers he can find.
- Make a clock face on a paper plate and use a plastic knife for the minute hand and a spoon for the hour hand. Take turns "setting" the clock and telling the time within an hour and half hour.
- Get "connect-the-dots" puzzles and work with your child to connect the numbered dots to make the picture. Print individual puzzles from the Internet or buy books of puzzles.



ADDITIONAL INFORMATION

- Scholastic provides “parent refreshers” of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- Download *A Family's Guide: Fostering Your Child's Success in School Mathematics*, a publication from the National Council of Teachers of Mathematics, at http://illuminations.nctm.org/uploadedFiles/Activities_Home/FamilyGuide_FullText.pdf.
- This site has games for counting, measuring, coins, and more: <http://www.mathsisfun.com/games/games-elementary.html>.
- Get more fun games to help with first-grade math concepts at <http://www.funbrain.com/>.
- Public Broadcasting has on-line games, puzzles, and activities to use at home to teach math: <http://www.pbs.org/parents/education/math/games/first-second-grade/>.
- The Kahn Academy has tutorials on every aspect of first grade math at <https://www.khanacademy.org/math/early-math>.
- Check the children's section of your local library for picture books that use sorting and counting as a part of the story. There are also books that focus on math games.



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SC Education Oversight Committee
(www.eoc.sc.gov)



GRADE 1 SCIENCE

Key Features

Focus Areas

- the relationship of vibrations and sound,
- light travels from place to place, allowing objects to be seen,
- communication with light and sound,
- structure and function of plants and animals,
- parent and offspring behaviors for survival,
- motion of the sun, moon, and stars in the sky, and
- the amount of daylight through the year

By the end of Grade 1, students can

- Design simple tests to gather evidence.
- Use observations and texts to communicate new information.
- Use tools and materials provided to design a device that solves a specific problem.
- Show how sound can make matter vibrate, and vibrating matter can make sound.
- Observe that objects in darkness can only be seen when illuminated by a light source.
- Investigate the effect of placing objects made with different materials in the path of a beam of light.
- Explore how light and sound can be used to communicate over long distances.
- Design a solution to a human problem by mimicking plants or animals.
- Identify patterns in parent and offspring behavior that help offspring survive.
- Observe that most young are like, but not exactly like, their parents.
- Describe patterns of the sun moon and stars.
- Relate the amount of daylight with the time of year.

Home to School Connections

Questions you can ask your learner could include:

- How is your favorite sound made?

- What do we use to help us see in the dark?
- How do birds communicate over long distances?

Questions you can ask your learner's teacher could include:

- What vocabulary is used when discussing the external features of plants and animals?
- How does science relate to everyday situations?
- What are some places in the community where we can learn science as a family?

Activities and learning you can do outside of the classroom to support your learner could include:

- Pluck a stretched string to observe the vibration.
- Hold a piece of paper near a speaker playing sound and observe how it moves.
- Place an object in the path of a beam of light (sunlight, flashlight) and observe what happens.
- Go into a dark room and look for objects creating light. Discuss where the source of light is from (electricity, sunlight).
- Listen to the sounds of nature and identify ways animals communicate with one another, such as birds chirping or insects creating vibrations.
- Observe how animals use their body parts in different ways (protection, movement, grasping) and discuss how the different parts of plants (roots, stems, leaves, flowers, fruits) help them survive.
- Identify the signals made by offspring (such as crying or cheeping) and the responses of the parents (such as feeding, comforting, or protecting the offspring).
- Identify leaves from the same plant have the same shape and differ in size.
- Keep a moon journal. Go out and observe the moon, note the moon's shape and position in the sky, and make drawings.
- Trace your shadow with sidewalk chalk every half-hour to observe the movement of the sun over the course of the day.
- Record the daily sunrise and sunset times daily for a week through observation or published resources.

Books

- Bang, Molly. *One Fall Day*
- Bernard, Robin. *A Tree for All Seasons*
- Carle, Eric. *Papa, Please Get the Moon For Me*
- Davies, Jaqueline. *The Boy Who Drew Birds: A Story of James Audubon*
- Diehn, Andi. *Waves: Physical Science for Kids*
- Fogliano, Julie. *And Then It's Spring*
- Fowler, Allan. *So That's How the Moon Changes Shape!*
- Frost, Helen. *Monarch and Milkweed*
- Gibbons, Gail. *Sun Up, Sun Down*
- Goldstone, Bruce. *Awesome Autumn*
- Jenkins, Steve and Robin Page. *Animals in Flight*
- Rocco, John. *Blackout*
- Rylant, Cynthia. *In November*
- Schwartz, Corey Rosen and Coulton, Beth. *Goldi Rocks and the Three Bears*
- Sidman, Joyce. *Swirl by Swirl*
- Stewart, Melissa. *Feathers: Not Just for Flying*
- Trumbauer, Lisa. *All About Sound*

Resources

- American Museum of Natural History: Ology (<https://www.amnh.org/explore/ology>)
- Britannica Kids (<https://kids.britannica.com/>)
- CK-12 Foundation: (<https://www.ck12.org/student/>)
- Discus Kids (<https://www.scdiscus.org/discus-kids>)
- Edventure Children's Museum (<https://edventure.org/>)
- Exploratorium (<https://www.exploratorium.edu/>)
- Khan Academy Kids (<https://learn.khanacademy.org/khan-academy-kids/>)
- NASA Kid's Club (<https://www.nasa.gov/learning-resources/nasa-kids-club/>)
- PBS Kids Science (<https://pbskids.org/games/science>)
- South Carolina State Museum (<https://scmuseum.org/>)

Family-Friendly Guides to the SC Social Studies Standards for 1st Grade: Life in South Carolina

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:

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 1st Grade Social Studies Life in South Carolina

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 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.

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 1st 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.scetv.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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