Family Friendly GUIDE FOR SECOND GRADE English Language Arts

In second grade, students focus on **decoding, changing words from print to speech, (reading), and changing words from speech to print (writing)**. In addition, the focus is on more advanced phonics skills that will help students to become fluent readers. As second graders continue to receive guidance, their final goal is independent proficiency of reading fluency by the end of the year.

In second grade, there is more focus on finding meaning in text. Second grade students are beginning to explain how features or story elements of the text contribute to meaning. They ask "who, what, when, where, why, and how" questions to explain an author's purpose in writing a text.

In second grade, there are four major types of literary texts in print and multimedia formats. They include fiction, literary nonfiction, poetry, and drama. Second grade students read a variety of informational texts in print and multimedia formats.

In writing, second grade students work toward mastery of print and continue to use strategies to form opinion, informative, and narrative types at developmentally appropriate levels. They write narratives that include transitional words such as second, next, then, and last. Second graders write their opinions and include supporting details. They write informative pieces by developing a topic with facts and details. Finally, second grade students continue to practice how to enter conversations with an appropriate voice tone to fit the context.

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 second 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:

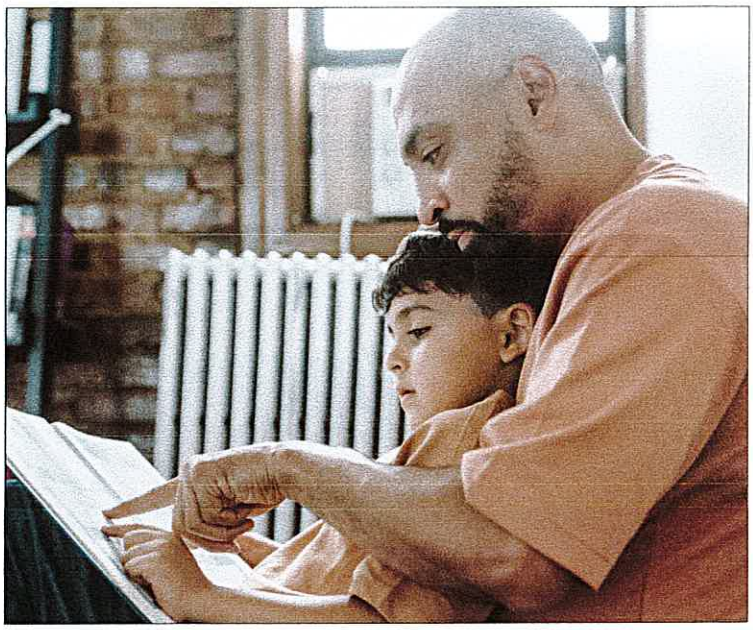
- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are 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 second grade, students should:

- **read and write** on their own for different reasons, and, sometimes, for longer periods of time.
- **choose** the right books for what they need.
- **talk about and ask questions** about all sorts of texts, such as pictures, videos, and songs, not just books.
- **practice talking, listening, and waiting** their turn when others talk about books and other topics.
- **use tools** such as charts, examples, and guides to do their best work and meet expectations.



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 second grade, students should:

- change the sounds in words by taking some away, adding new ones, or swapping them to make new words.
- learn to find the vowels in words and understand how words are made up of different parts called syllables.
- practice reading big words by breaking them into smaller parts and using different letter combinations they know.
- learn to read both out loud and quietly, making sure they say the words right and with feeling.
- figure out how to read by sounding out words, looking for parts they already know, and using pictures and the story to help them understand.

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 second grade, students should:

- talk about who is in a story, where it happens, and what happens, including any problems and how they are fixed.
- learn about different ways authors use words, like comparing things, giving feelings to objects, and using sayings.
- figure out what the main message of a story is and why the author wrote it.
- find out what the main idea of a nonfiction book is and learn more about it with facts and details.
- notice how different characters in stories see things differently and how authors try to teach or explain things in their writing.

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 second grade, students should:

- ask and answer questions about books and other things they read or see to help focus or expand their thoughts.

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 second grade, students should:

- share thoughts on a topic, give reasons, use transition words, and wrap up with a conclusion.
- introduce a topic, share facts, and conclude with a summary.
- create stories with characters, settings, events, and a clear ending.
- learn to capitalize proper nouns, (periods, commas, quotation marks, apostrophes), and identify parts of speech like nouns, verbs, adjectives, adverbs, and conjunctions.
- plan, revise, and edit their work to make it better, and practice writing neatly with good spacing.
- learn to speak clearly and share information with others.

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:

- **Trip Journals:** While on trips, provide writing tools such as writing journals, pencils, crayons, and markers. Encourage drawing and writing about observations and experiences throughout the trip.
- **Literacy Rich Home:** Provide literacy materials around the home such as children's literature, magazines, coupons, brochures, take-out menus, catalogs, newspapers, captions to videos, etc.
- **Role Model:** Read, write, talk, and listen in front of your child.

Foundations of Literacy:

- **Play Word Games:** Add, delete, or substitute initial, medial, and final sounds. For example, "Say place, now say place but don't say /p/."
- **Making Words:** Use magnetic letters, letter tiles, or writing to practice building/spelling words. Use word lists based on phonics skills being taught in the classroom.
- **Fluency:** It is still important to listen to your child read daily. Encourage rereading sentences or phrases to self-correct and sound fluent.

Applications of Reading:

- **Extend Conversations:** During and after reading, discuss the theme(s), author's purpose, and figurative language (similes, personification, idioms).
- **Summarizing:** For literary text, include main story elements in a logical sequence utilizing the Somebody, Wanted, But, So activity. For informational text, include a central idea and supporting details.
- **Informational Literature:** Provide age appropriate magazines and articles. Locate and/or cut out and glue captions, graphs, glossaries, tables of content, and maps on posters. Share posters with others.

Research:

- **Become a Researcher:** Select a topic of interest and generate questions on sticky notes or index cards. Use dictionaries, magazines, and informational texts (including photographs, maps, charts, graphs, etc.) to research the topic. Non-printed sources such as websites, blogs, or television shows can be used. Once answers to questions are located, add to the answers to the sticky notes or cards. Share findings with others.

Communications:

- **Life Experiences:** Write about experiences during holidays and trips to create a sequential narrative.
- **Social Studies and Science Integration:** Encourage reading age appropriate magazines and websites on social studies and science topics. Write down 3-6 facts from these resources and share them with others.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem or play a game.

ASSESSMENT

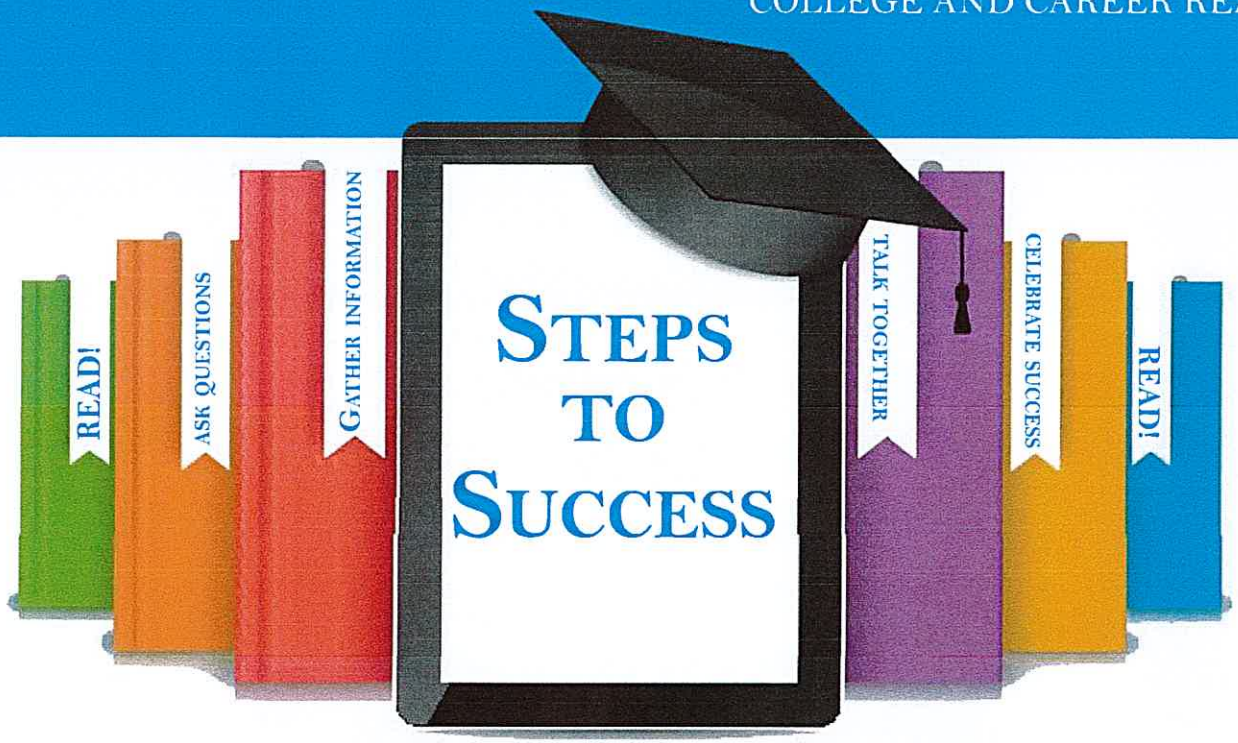
Your student will be assessed in various ways throughout the school year. In the classroom, your student will participate in informative, interim, and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

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.

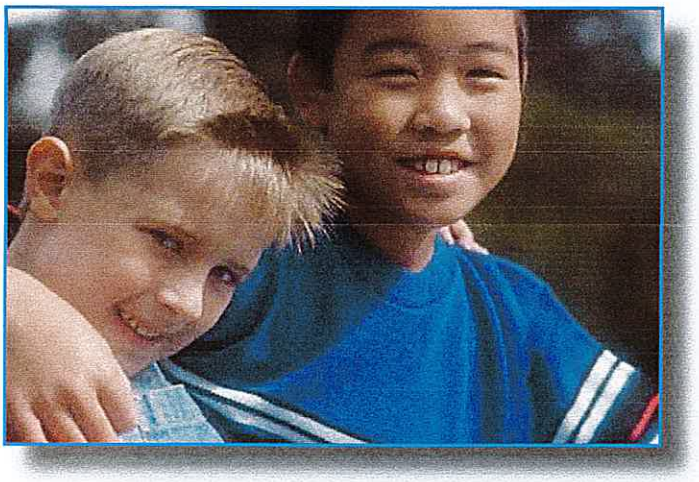
SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



Family-Friendly Guide for Second Grade

Mathematics



Second-grade students begin to reason logically and organize thoughts coherently. The *South Carolina College- and Career-Ready Standards* takes advantage of these capabilities as students start to learn that number facts are related in a systematic way. This year your child learns more about place value and explores basic fractions. He will practice "skip counting" as a way to prepare him for learning multiplication. She will learn also about money, measurement, and how measures relate to one another. Don't be surprised if you learn new ways to solve problems.

Remember, your attitude toward math influences your child. Be positive about using math.

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 second 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 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 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 SECOND GRADE

NUMBER SENSE

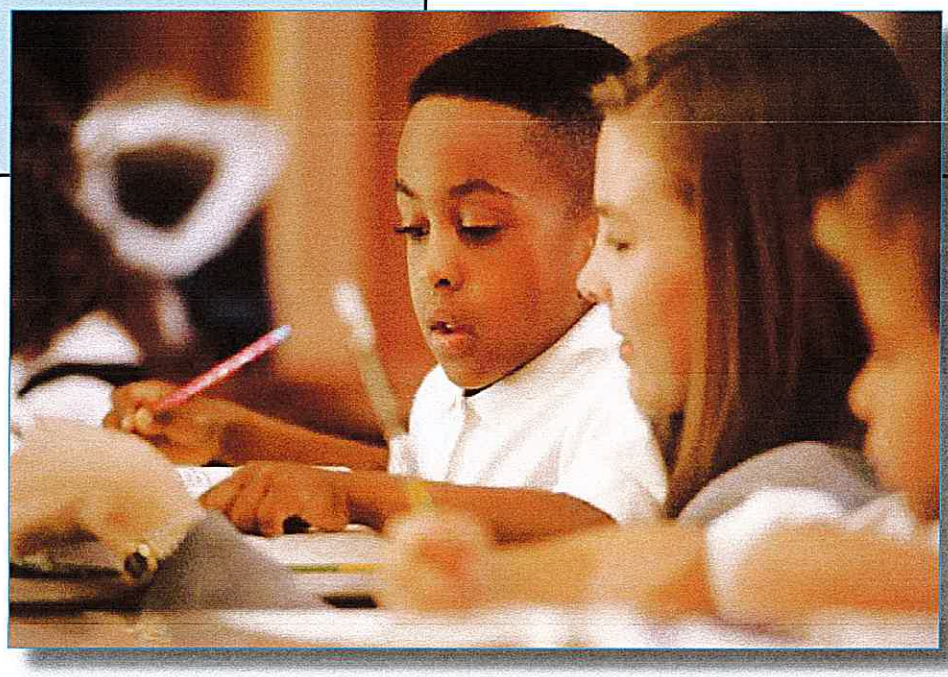
Second grade students further expand their concept of numbers and place value to 999. They learn to add and subtract numbers to 100. These **Steps to Success** include:

First Grade	Second Grade	Third Grade
• 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 *more than, less than*, and *equal to*. 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.	• Read and write numbers up to 100,000. Start with any number. • Multiply one-digit numbers by multiples of 10 • Compare whole numbers using the symbols > (greater than), = (equal to), or < (less than) • Develop an understanding of what a fraction is • Compare the size of two fractions • Understand that whole numbers can be written as fractions (4=4/1 and 1=4/4)

THINKING AND OPERATIONS

Second-grade students now solve problems that require two steps to find the solution using addition and subtraction. They work on their skills at adding and subtracting mentally so that in the future they can focus on the more difficult math concepts. These **Steps to Success** include:

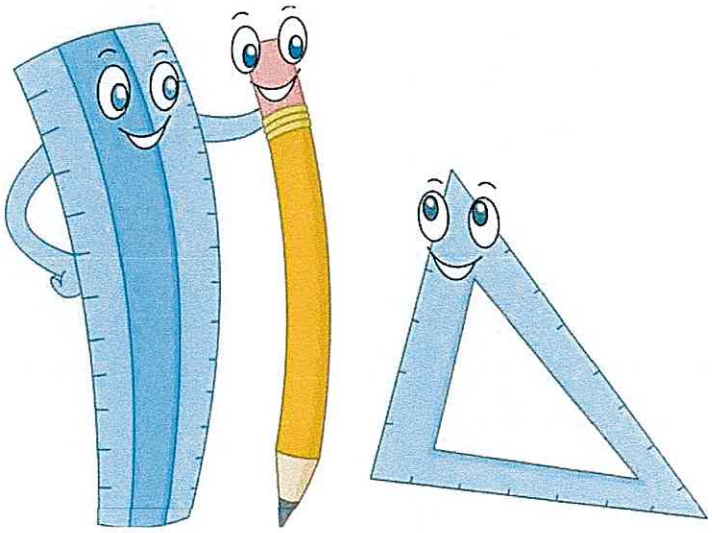
First Grade	Second Grade	Third Grade
• Solve real-world problems with addition and subtraction up to 20 • Solve real-world problems that include up to three numbers with a sum of no more than 20 • Understand that changing the order or the grouping of numbers to be added does not change the sum. Use up 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	• Use objects, drawings, and numbers to represent multiplication of two single-digit numbers • Use objects, drawings, and numbers to represent division of whole numbers • Determine the unknown number in a multiplication or division equation • Demonstrate fluency with basic multiplication and division through 100 • Solve two-step, real-world problems using addition, subtraction, multiplication, and/or division • Identify the pattern in a sequence of numbers (with 2, 4, 6, 8, the pattern adds 2 to the previous number)



GEOMETRY

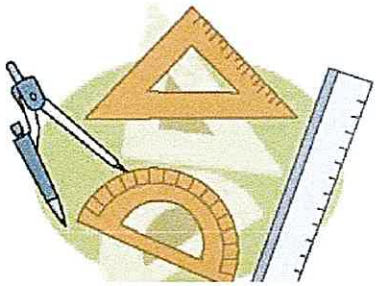
Second-grade students work with shapes and objects, dividing them into parts. Not only does this increase their knowledge of geometry, it establishes a foundation for fractions. These **Steps to Success** include:

First Grade	Second Grade	Third Grade
• 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 half, a fourth, a half of*, and *a fourth of* • Recognize that parts of an object become smaller as the number of parts increases	• Understand that shapes can share features and those features can be part of a larger category. Squares and rectangles are both four sided and they are part of the category "quadrilateral.") • Partition (separate) two-dimensional shapes into 2, 3, 4, 6, 8 equal parts and understand that the equal parts do not have to have the same shape. Half of a circle and half of a rectangle are equal in size because they are halves even though the shape is different. • Identify and draw angles: right (90 degrees), acute (less than 90 degrees), and obtuse (greater than 90 degrees) • Identify a three-dimensional object like a pyramid from a two-dimensional object (flat pattern)



MEASUREMENT AND DATA ANALYSIS

Second-grade students estimate and measure lengths. They learn to organize data into bar graphs and line plots in order to reach solutions. This year they learn to tell the difference between *a.m.* and *p.m.* and to use coins. These **Steps to Success** include:

First Grade	Second Grade	Third Grade
• 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 *a.m.* and *p.m.* • Solve real-world problems using dollar bills with the $ symbol and using coins with the ¢ symbol	• Tell and record time to the nearest minute and solve time problems within the hour using addition and subtraction • Estimate and measure liquid volume (for example, pint, gallon, milliliter, liter) • Create and read scaled bar graphs and line graphs to represent collected data • Understand the difference between area and perimeter and how to measurement each • Solve real-world problems involving the perimeter and area of shapes with straight sides 

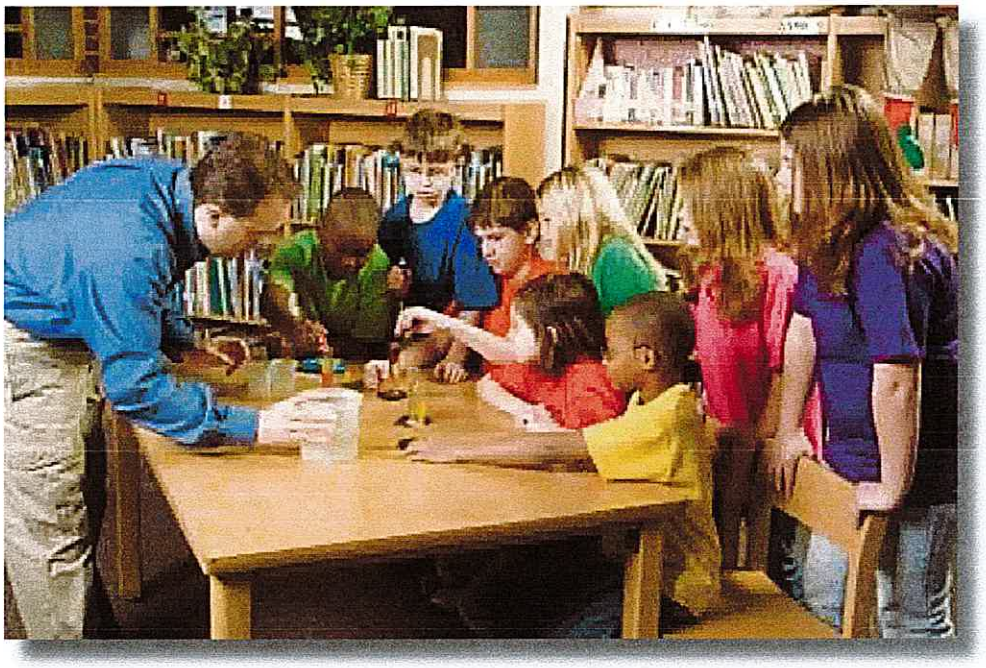
LEARNING AT HOME

Learning doesn't end at the school door. Your child needs support and help from you to succeed in the second grade. Work with your child at home and talk with her teacher to stay up to date on whether she needs help with specific skills. Remember, your positive attitude is important to him. Here are some suggestions for things to do at home to help your child learn:

- Practice addition and subtraction using a pack of playing cards. Have your child pull two or three cards from the deck and add them together, then remove a card from those pulled to practice subtraction.
- Pull a grocery ad and circle different money values (59¢, 2 for $3). As you go through the store, have your child look to find the amounts you have circled. Have her place an X over each amount she finds.
- Practice identifying the shapes of objects by the number of sides. What shape is a stop sign? How many sides does a triangle have? What is the difference between a square and a cube?
- Print from the Internet or buy "connect-the-dots" puzzles and have your child connect (count) the numbered dots to make the picture.

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.
- *A Family's Guide: Fostering Your Child's Success in School Mathematics*, a publication from the National Council of Teachers of Mathematics, is free at http://illuminations.nctm.org/uploadedFiles/Activities_Home/FamilyGuide_FullText.pdf.
- This site has games for skip counting, measuring, coins, and more. (See http://www.mathsisfun.com/games/games-elementary.html. Also, check out: www.gameclassroom.com).
- *Public Broadcasting* has fun on-line games, puzzles and activities to use at home to teach math: http://www.pbs.org/parents/education/math/games/first-second-grade/.
- *Primary Games* has arcade as well as educational games, so be sure to use the "learn" button to get to the math help games: http://www.primarygames.com/math/grade/grade2-math-games.php.
- *The Khan Academy* has activities to help master all the kindergarten through second-grade math skills: https://www.khanacademy.org/mission/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 2 SCIENCE

Key Features

Focus Areas

- different types of materials,
- heating and cooling materials,
- the needs of plants for growth,
- animals disperse seeds and pollinate plants,
- plant and animal habitats,
- timescale of Earth events,
- wind and water change the shape of land,
- maps showing shapes of land and water,
- water on Earth can be solid or liquid, and
- human impact on natural resources.

By the end of Grade 2, students can

- Plan and conduct an investigation.
- Develop a simple model based on evidence.
- Observe properties of different materials (color, texture, hardness, flexibility)
- Associate properties with the purpose of materials (strength, flexibility, hardness, texture, absorbency).
- Identify that some objects are made of a small set of pieces
- Recognize that heating and cooling can cause changes to materials.
- Investigate what plants need for growth.
- Model an animal dispersing seeds or pollinating plants.
- Observe the diversity of plants and animals in a variety of different habitats.
- Provide evidence that Earth events can occur rapidly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Represent the shapes and kinds of land and bodies of water in an area.
- Identify where water is found on Earth and that it can be solid or liquid.
- Design solutions to address human impacts on natural resources in the local environment.

Home to School Connections

Questions you can ask your learner could include:

- If you were to build a fort for your favorite toy, what types of materials would you use?
- Is an earthquake a fast or slow event?
- Is butter a solid or liquid at room temperature? What happens when butter is heated? Is it a reversible change?
- Looking at vegetables such as carrots or potatoes, how do these roots help the plant?
- How do bees pollinate plants?
- Can you give me an example of how water changes the shape of land?
- Looking at a map, can you locate the ocean? How about a river? Or a mountain?
- What is an example of solid water?
- What are some land changes in our community?

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

- What family trips do you recommend to support this material?
- What are ways we can reduce our impact on the local environment?

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

- In the kitchen, identify different materials as solid or liquid. You can also practice classifying materials with color, texture, hardness, and flexibility.
- Make an object with small pieces, such as building blocks. Then, disassemble the object to make a different object with the small pieces.
- Model examples of reversible changes could include materials such as water, crayons, or butter at different temperatures.
- Model examples of irreversible changes could include cooking an egg, baking a cake, or preparing popcorn.
- Visit a location with a variety of plants. Compare plants growing in the sunlight versus plants growing in the

shade. Discuss how some plants can survive in excessive water (water lilies) while others can survive in desert conditions (cactus).
- Take a walk in the grass with a pair of socks on the outside of your shoes. What collects on the socks?
- Go on a nature walk while identifying different animal and plant habitats
- Use materials around your house to build a model habitat. Explain what kind of animal could live there and why.
- Watch videos or live animal webcams or visit a zoo. Look for patterns of similarities and differences from one animal's habitat to another.
- Observe local rock formations (Caesar's Head in Greenville County, Peachtree Rock in Lexington County, Wood's Bay in Florence County) or view pictures of rocks with layers, such as the Grand Canyon, and discuss how events including weathering and erosion can occur slowly over time.
- Observe the yard after a rainstorm to see what changes have occurred including the movement of bark or soil.
- Use objects around the house to make a map with a variety of landforms and bodies of water.
- Talk about choices your family currently makes to reduce the impact on the land, water, air and other living things.

Books

- Bean, Jonathan. *Building Our House*
- Chin, Jason. *Grand Canyon*
- Early Macken, JoAnn. *Flip, Float, Fly: Seeds on the Move*
- Fowler, Alan. *It Could Still Be Water*
- Frost, Helen. *Monarch and Milkweed*
- Hewitt, Sally. *All Kinds of Habitats*
- Hopkins, Joseph. *The Tree Lady*
- Hutts Aston, Diana. *A Seed is Sleepy*
- Lerner, Carol. *Butterflies in the Garden*
- Locker, Thomas. *Water Dance*
- Millard, Glenda. *Isabella's Garden*
- Mitchell, Joyce Salyton. *Crashed, Smashed, and Mashed: A Trip to Junkyard Heaven*
- Purdie Salas, Laura. *Water Can Be…*
- Richards, Jean. *A Fruit is a Suitcase for Seeds*
- Wilkes, Angela. *Animal Homes (Kingfisher Young Knowledge)*
- Yolen, Jane. *Letting the River Go*

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 2nd Grade: Life in the United States

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.

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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.). 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:

Students in grade two will employ social studies skills as they begin to explore how South Carolina is a part of a larger entity with many similar customs, physical features, and economic and political concerns. Instruction should utilize the specific thinking skills of a historian, geographer, economist, and political scientist, developed for grade two. 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.*

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 employ the historical thinking skills of comparison, cause and effect, continuities and changes, and sourcing to study the diversity of the United States.
2: Geography	Students will explore how the availability of resources and the physical features associated with them vary in different locations around the U. S. Students will connect these resources with various economic activities.
3: Economics	Creating and utilizing budgets are a foundation to becoming financially literate. Students will analyze components of budgeting, including wants and needs, to develop foundational financial literacy skills.
4: Civics and Government	Students will develop the skills necessary to address shared problems in a respectful and productive manner.

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 2nd Grade Student:

- What symbols should represent the United States?
- How have the lives of different groups changed over time?
- What is happening around us right now that is the result of a past event? How will this event affect us in the future?
- What are some important events that have happened in our nation this year?
- What makes for a good leader?
- How do the different physical features found in the United States affect the lives of the people who live there?
- Why is it important for neighboring countries to develop good relationships?
- How does where we live influence how we live?
- What is the impact of human-environment interaction?
- Why do people move from one place to another?
- How do you decide if you want to spend your money or save your money? How do we meet our needs and wants with a limited budget?
- If our class is planning a field trip to the zoo and a class party at the end of the year, how do make sure we have enough money for both events?
- What would happen if the neighborhood grocery store closed? How would it affect other local businesses and the community? How would it affect the cost we pay for food?
- How does the weather affect the price of food or other goods, services, needs and wants?
- How does a business owner decide what goods and services to offer in their area?
- Which civic disposition is the most valuable?
- What are ways in which civic leaders demonstrate civic dispositions?
- How do our First Amendment rights protect individuals?
- How can citizens actively help solve a national problem?
- What are some ways we can respond to an environmental issue? Social issue? Emergency?
- What makes someone an effective leader?
- What important rights and responsibilities do citizens have in early America and what are important rights and responsibilities of citizens today?

Additional Resources:

- 2019 South Carolina Social Studies College- and- Career- Ready Standards
    - 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
    - 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
    - The site may also be found by visiting: https://www.scetv.org/

- South Carolina Remote Learning
    - These are websites that are identified by grade level and content range for your student.
    - The site may also be found by visiting: https://scremotelearning.com/parents-students/

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