



**South Carolina
Alternate Assessment
(SC-Alt)**

**SC-Alt Social Studies
Assessment and Instructional
Support Guide**

Grade 3

2014

Table of Contents

Introduction..... 1

Grade 3: South Carolina Studies..... 3

Introduction

The South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

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South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 3: South Carolina Studies

Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

It is essential for students to know: Our state of South Carolina has many physical features, including **cities, rivers, beaches, and mountains**. South Carolina is divided into three **regions**: the **Lowcountry, Midlands, and Upcountry** (3-1.1, 3-1.2). The people of South Carolina use the state’s **natural resources** in these regions to help them make a living (3-1.3). Major cities include Greenville, Columbia, Charleston, and Myrtle Beach. Students should also know the location of South Carolina as well as the city/region in which he/she lives (3-1.4).

Literacy Skills Addressed by This Standard

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Explain the difference between fact and opinion.
- Find and describe the locations and conditions of places.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Recognize maps, mental maps, and geographic models as representations of spatial relationships.

- Locate landforms on a simple topographical map of South Carolina (e.g., ask the student to locate the mountains or beaches).
- Locate a geographic area where farming, shipping, or tourism would take place based on information provided on a map of South Carolina.

Explain the difference between fact and opinion.

- Classify information as fact or opinion from a narrative text, maps, or pictures of South Carolina geography or historical events. For example:
 - Columbia is the state capital.—Fact
 - I love living in South Carolina.—Opinion
 - Mountains are located in the upcountry of South Carolina.—Fact
 - I enjoy traveling to the mountains.—Opinion

Find and describe the locations and conditions of places.

- Using a map of South Carolina, help students identify conditions in certain parts of the state. For example:
 - The beach has sand, while the mountains do not.
 - Mountains have lots of trees.
 - Seafood comes from the lowcountry, apples from the upcountry, and peaches from the midlands and upcountry.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 3: South Carolina Studies

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

It is essential for students to know: The original people that lived in South Carolina were **Native Americans** (3-2.1). When European **explorers** and **settlers** arrived in the state, there was sometimes **cooperation** and sometimes **conflict** that occurred between the Europeans and Native Americans (3-2.2 and 3-2.3). Explorers visited, then left, and in turn **influenced** settlers who came and stayed. Large groups of settlers formed **colonies**. They were governed by their **mother country**. Settlers from England founded 13 colonies on the Atlantic coast (3-2.4). Cooperation and conflict also developed between European **colonists** and the Africans who were brought to the colonies as **slaves** (3-2.5).

Literacy Skills Addressed by This Standard

- Identify cause-and-effect relationships.
- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the conditions of places.
- Distinguish between past, present, and future time.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify cause-and-effect relationships.

- Identify the cause or effect of an historical event. For example:
 - Enslaved people were brought to South Carolina to provide labor (e.g., agricultural, industrial).
 - The way explorers described their visit to North America made people want to go and settle there.

Recognize maps, mental maps, and geographic models as representations of spatial relationships.

- Use maps to understand the location of the colonies in relation to the mother country and how explorers and settlers arrived in North America.

Find and describe the conditions of places.

- Compare the life in colonies versus life in the mother country. For example:
 - There was more land available in the colonies.
 - Different types of houses unknown in new colonies.
- Compare the daily lives of Africans, Native Americans, and settlers in the new world.

Distinguish between past, present, and future time.

- Classify jobs, tools, transportation, or communication in the present with those during exploration and early settlement of South Carolina.

Explain the difference between fact and opinion.

- Provide students with sentence strips containing facts and opinions pertaining to the exploration and settlement of South Carolina. Help student affix the strips to different colored paper to sort facts and opinions.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 3: South Carolina Studies

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.

It is essential for students to know: Many colonists were unhappy with the choices the mother country of England was making that affected their lives. Colonists felt that it was unfair that they did not get to **vote** on their **taxes**. In the **Declaration of Independence**, the colonists listed all the conflicts between the colonies and England and stated their independence from England (3-3.1). This led to a war called the American Revolution. The colonists who fought against England were called patriots. The colonists who sided with England were called loyalists (3-3.2). Many battles were fought in South Carolina, especially around Charleston (then called Charles Town) because it had a base and was a **port** city. South Carolina had many people, such as Francis Marion, fighting as patriots. The patriots won the war (3-3.3). The colonists became independent from England and formed a new **nation**. The 13 colonies became 13 **states** (3-3.4). The new states formed new **governments** with **three branches** or parts that each had their own powers or jobs within the governments. Eventually a new national government was formed that used the same model (3-3.5).

Literacy Skills Addressed by This Standard

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.
- Explain the difference between fact and opinion.
- Identify cause-and-effect relationships.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Distinguish between past, present, and future time.

- Give students statements and have them classify each statement as past, present, or future, using a graphic organizer. For example:
 - Boston Tea Party—Past
 - Something current in the student’s life—Present
 - An upcoming event, such as a holiday or field trip—Future

Interpret information from a variety of social studies resources.

- Use timelines or charts to organize major events in the American Revolution.
- Answer *who*, *what*, or *where* regarding an informational text about the role of South Carolina in the American Revolution.
- Identify information from a chart on the three branches of government.

Explain the difference between fact and opinion.

- Show students a visual aide (e.g., a picture or diagram). Give them two statements and have them classify each statement as a fact or an opinion. For example:
 - A picture of the Boston Tea Party and sentence strips that say “Men threw tea over the side of the boat” and “The men should not have done this.” Ask the students to identify which is a fact and which is an opinion. If appropriate for the student, explain that facts have something that backs them up—in this example, the picture—while an opinion is a feeling and not everyone may have the same one.

Identify cause-and-effect relationships.

- Give students an effect and have them select the cause from three choices (which can be represented by pictures, words, or objects). Phrase the question using “why.” For example:
 - Why was a new nation formed? Choices: (1) the patriots won the war, (2) the king won the war, or (3) the Boston Tea Party

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 3: South Carolina Studies

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

It is essential for students to know: The economy of the **state** of South Carolina was based on farming before and after the American Revolution. After the invention of the cotton gin, growing cotton made South Carolina very **wealthy**. The cotton gin pulled seeds out of cotton, but more **slaves** were needed to grow and pick the cotton (3-4.2). Although many South Carolinians did not own slaves, **slavery** became accepted by almost all South Carolinians as a way of life (3-4.1 and 3-4.3). During this time, slavery became a source of conflict in the new United States between the northern states, or the North, and the southern states, or the South. Some people, who were called abolitionists, felt it was their duty to do everything they could to end slavery, which made most Southerners very angry (3-4.3). While this debate over slavery was occurring, many people were moving west to new lands and new states were forming. Both sides wanted the new states to have laws like theirs. Southerners wanted the new states to be slave states, and northerners wanted the new states to be free states, meaning slavery was not allowed. As long as the number of slave and free states were equal, each side was happy. Many **compromises** were made to keep the country together. Although national laws were passed against slavery, many people believed that each state had the **right** to disobey national laws. This idea is called state's rights. When Abraham Lincoln was elected President in 1860, Southerners assumed that he would end slavery, so they decided to separate from the United States. South Carolina was the first state to separate and other southern states followed (3-4.3 and 3-4.4). They formed their own nation called the Confederate States of America, also known as the **Confederacy**. Other states didn't want the United States to break apart. These states were called the **Union**, short for United States of America. This started the **Civil War**. When groups of people within a nation fight, it is called a civil war. Many battles were fought in the South, creating a lot of damage (3-4.4 and 3-4.5). The rebuilding of the nation after the war was called **Reconstruction**. There were positive and negative aspects of Reconstruction. One positive aspect was the end of slavery (3-4.6).

Literacy Skills Addressed by This Standard

- Identify cause-and-effect relationships.
- Find and describe the location and conditions of places.
- Interpret information from a variety of social studies resources.
- Distinguish between past, present, and future time.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify cause-and-effect relationships.

- Give students a cause and have them select the effect from three choices (which can be represented by pictures and objects). Phrase the question using “what.” For example:
 - What happened when the South separated from the other states? The Union fought to keep them in the Union rather than let them leave.

Find and describe the location and conditions of places.

- Compare historical pictures of Fort Sumter before and after, Charleston before and after, railroads before and after, etc., to show the devastation of war.
- Using a map, indicate, with color or by drawing the Mason-Dixon line, the North and South. Have students place symbols for farms and factories to make distinctions between the way of life in the two. This can also be done to indicate where battles were fought and emphasize that most occurred in the South.
- Compare the official Union uniform to the Confederacy uniform, as well as training and food supplies of the two to learn about conditions in the armies.

Interpret information from a variety of social studies resources.

- Use timelines or charts to organize events in the Civil War.
- Answer *who*, *what*, or *where* from an informational text about the causes and effects of the Civil War and Reconstruction.

Distinguish between past, present, and future time.

- Use pictures to distinguish between the past and present. For example:
 - Use pictures of a Civil War-era classroom to show the difference(s) in a present-day classroom.
 - Use photos of places in South Carolina in the 1800s to show the difference(s) in the same places today.

Explain the difference between fact and opinion.

- Write several facts and opinions on different sentence strips. Have the students complete a fact/opinion T-chart by labeling facts and opinions. Assist students in placing each sentence strip in the appropriate column. For example: “The economy of South Carolina is based on farming” and “Working on a farm is harder than working in a town/factory.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 3: South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

It is essential for students to know: The recovery after the Civil War took a lot longer in South Carolina than other places because of **poverty** and the dependence on **agriculture**. Very few industries other than **textiles** came into the state. This made things very hard for South Carolina’s population, both African American and white (3-5.1 and 3-5.2). When the **economy** of the whole nation began suffering during a time called the Great Depression, many people of South Carolina were already in poverty and their situations got worse. Recovery really began to happen when the government of the United States started the **New Deal** programs that put South Carolinians back to work and earning money (3-5.3). This recovery continued throughout **World War II** and the **Cold War** (3-5.4). Life was especially difficult for African Americans because of **racism** and **discrimination**. Laws that discriminated based on race were called **Jim Crow laws** (3-5.1 and 3-5.2). Because South Carolina had a large African-American population, it was one of the centers of the Civil Rights Movement. The Civil Rights Movement involved people working in support of equal treatment of the races. The Civil Rights Movement was dangerous and took a long time to achieve. Many white people wanted things to stay the same. These people were willing to kill or use violence to keep the movement from achieving its goals. Success in ending separation of the races occurred in schools and later in other public facilities. African Americans also gained more fairness in voting rights (3-5.5). Today, due to South Carolina’s historic places, beautiful beaches and mountains, **tourism** has a major impact on the economy of the state (3-5.6).

Literacy Skills Addressed by This Standard

- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.
- Distinguish between past, present, and future time.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify cause-and-effect relationships.

- Create a cause-and-effect flow chart to show the relationship between a series of events. For example:
 - Jim Crow laws led to discrimination, which caused the need for the Civil Rights Movement.
 - The Civil Rights Movement led to African Americans having more rights.

Interpret information from a variety of social studies resources.

- Match pictures of events to descriptions of events.

Distinguish between past, present, and future time.

- Classify jobs, tools, transportation, or communication in the present with those during the late nineteenth century and the twentieth century.

Explain the difference between fact and opinion.

- Read a fact or an opinion and have the student indicate whether it is a fact or opinion using answer choice cards labeled fact or opinion.