The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standard*s. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application.  The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

# Inquiry-Based Themes for Life in South Carolina

| **Theme Name** | **Alignment Guide Abbreviation** | **Theme Description** |
| --- | --- | --- |
| History | H | History in the primary grades encourages the use of evidence to study comparison, continuity, and changes while scaffolding content from community to nation. |
| Geography | G | Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it. |
| Economics | E | Economics in the primary grades encourages the study of wants and needs, scarcity, and supply and demand as a basis for understanding how economic decisions affect students’ lives. |
| Civics and Government | CG | Civics and Government in the primary grades encourages the study of a citizen’s role and responsibility, including the study of rules, authority, and consequences within their communities. |

**Standard 1:** Utilize the college and career skills of a historian to show continuity and change over time in South Carolina.

**Enduring Understanding:** The similarities and differences within South Carolina, and the exploration of associated patterns between them, allow 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.

**Expository Narrative and Inquiry:** South Carolina is home to diverse communities. Inquiries regarding their similarities and differences allow for comparison skills to be practiced and for students to begin thinking outside of their current physical location and understand the concept of different communities across the state and to begin to explore the why behind those differences. By evaluating various evidence in the form of primary and secondary sources, students begin to explore the continuities and changes that have occurred around the Palmetto State. Inquiries investigated with evidence allows for examinations into age appropriate current events specific to South Carolina. With guidance and support, young historians will look at various patterns that develop over time in South Carolina and use those patterns to predict possible effects that relate to current events. Various events can be examined with economic and civic and government lenses as students examine issues and propose solutions as described in Standards 3 and 4.

**Transdisciplinary Opportunities:** A sampling ofadditional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

| **Essential Content** | **Related Course** | **Related Course Indicator** |
| --- | --- | --- |
| Making Predictions | ELA | 1.MC.5.1 |
| Inquiry: Construct Knowledge | ELA | 1.I.3 |
| Inquiry: Synthesize Learning | ELA | 1.I.4 |
| Reading Comprehension | ELA | 1.RI.12.1 |

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the Key Concept of Standard 1 and the themes of the course.

* 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?

# HISTORY

**Standard 1:** Utilize the college and career skills of a historian to study continuity and change over time in South Carolina.

**Enduring Understanding:** The similarities and differences within South Carolina, and the exploration of associated patterns between them, allow 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.

**1.H.1:** Identify similarities and differences between one’s community and other South Carolina communities over time.

This indicator was developed to encourage inquiry into the defining characteristics of a student’s own community. Further, inquiry should include the finding of similarities and differences among communities throughout South Carolina to build comparison skills for historical inquiry.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: CO: Comparison –** Identify comparisons based on common or differing characteristics or contexts.

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Examine historic and current images of the Grand Strand and a rural community in the state to inquire about comparisons and the continuities and changes for each.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Grand Strand
* Myrtle Beach
* Charleston
* Columbia
* Greenville
* Spartanburg
* urban
* rural
* suburban
* town
* city
* county

# HISTORY

**1.H.2:** Analyze a current event in South Carolina and make predictions about possible outcomes.

This indicator was developed to encourage inquiry into the causes and effects of current events specific to South Carolina, such as a recent weather experience or a new law. This promotes further inquiry into how events have affected their own lives and community.

**Depth of Knowledge:** Level 3: Complex Reasoning

**Target Skill: CE:** Causation **–** Identify multiple causes and effects, to include distinguishing long-term and short-term causes and effects.

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Regularly discuss age-appropriate current events and inquire about how they affect our lives in the present and predict if and how they will have an effect in the future.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Teacher discretion is needed to determine age appropriate events that affect their local community or the state at large.

# HISTORY

**1.H.3:** Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.

This indicator was developed to encourage inquiry into evaluating and utilizing primary sources as sources of knowledge to learn about South Carolina.

**Depth of Knowledge:** Level 4: Extended Reasoning

**Target Skill: E: Evidence** **–**Utilize historical evidence to effectively support arguments.

**Examples of perspectives to consider through Primary Sources:**

* Historic images of various communities
* Historic maps of South Carolina cities
* Excerpts from diaries

**Examples of secondary sources to assist in providing perspective:**

* Brochures
* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

# GEOGRAPHY

**Standard 2:** Utilize the college and career skills of a geographer to apply map skills and draw conclusions about places in South Carolina and South Carolina's place in the surrounding region.

**Enduring Understanding:** By studying South Carolina’sdiverse 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.

**Expository Narrative and Inquiry:** Knowing where South Carolina is located in the world and various features of the state is essential for responsible citizenship. Maps can identify and describe South Carolina’s location within the nation and be used to investigate South Carolina’s physical features, such as bodies of water and mountains. Analyzing various features from different sources allows for inquiries into understandingdifferent types of communities. By understanding differences and similarities between rural, suburban, and urban areas, students will explore the advantages and disadvantages of each community. South Carolina is home to a variety of landforms and natural resources allowing the three main regions to have different resources that ultimately affect the culture and economies of the people living there.

**Transdisciplinary Opportunities:** A sampling ofadditional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

| **Essential Content** | **Related Course** | **Related Course Indicator** |
| --- | --- | --- |
| Collect, Organize & Represent Data | Math | 1.MDA.4 |
| Inquiry: Construct Knowledge | ELA | 1.I.3 |
| Support Comprehension | ELA | 1.RI.1 and 1.RI.12 |
| Research a Topic | ELA | 1.RI.7 |
| Develop and use models | Science | 1.S.1A.2 |

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the Key Concept of Standard 2 and the themes of the course.

* 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?

# GEOGRAPHY

**Standard 2:** Utilize the college and career skills of a geographer to apply map skills and draw conclusions about places in South Carolina and South Carolina's place in the surrounding region.

**Enduring Understanding:** By studying South Carolina’sdiverse 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.

**1.G.1** Identify various types of maps, map features, and the purpose of maps.

This indicator was developed to encourage inquiry into a variety of maps (e.g., maps of malls, roads, schools, zoos, and the world) and the purpose of different types of maps. Further, inquiry is made into map features (e.g., map title, map key/legend, and compass rose) and how they are tools in geographic inquiry.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: M: Mapping** - Identify, use, interpret, and construct maps.

**Possible Content associated with the skill of Mapping:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Use the compass rose on a map and use positional words to describe the relative location of the local community with others in the state.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* title
* north
* south
* east
* west
* map key/legend
* compass rose

# GEOGRAPHY

**1.G.2** Identify and describe the geographic location of South Carolina in relation to the rest of the United States through the use of various maps and geographic tools.

This indicator was developed to encourage inquiry into a variety of sources used to investigate and compare the location of South Carolina to the rest of the United States.

**Depth of Knowledge:** Level 4: Extended Reasoning

**Target Skill: GE: Gather Evidence & Communicate Findings** - Identify, use, and interpret different forms of evidence, including primary and secondary sources.

**Possible Content associated with the skill of Gather Evidence and Communicate Findings:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Use cardinal directions to determine the location of South Carolina within the United States.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* cardinal directions (north, south, east, west)
* map
* globe
* Global Positioning System
* Appalachian Mountains
* North Carolina
* Georgia
* Savannah River
* Atlantic Ocean
* continental United States

# GEOGRAPHY

**1.G.3:** Identify and differentiate between rural, suburban, and urban areas within South Carolina.

This indicator was developed to encourage inquiry into the characteristics of urban, rural, and suburban areas within South Carolina.

**Depth of Knowledge:** Level 2: Basic Reasoning - Skills & Concepts

**Target Skill: CC: Conditions and Connections** - Identify, compare, and evaluate the development of conditions, connections, and regions

**Possible Content associated with the skill of Conditions and Connections:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explore the features of a dairy farm and determine whether a rural, urban, or suburban area is best suited for that type of activity.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* rural
* urban
* suburban
* farm
* downtown
* skyscraper
* public transportation
* dirt roads
* traffic jams
* population

# GEOGRAPHY

**1.G.4** Describe and compare various landforms within South Carolina through the use of primary and secondary sources.

This indicator was developed to encourage inquiry into a variety of sources used to investigate and compare different landforms (e.g., coastlines, lakes, mountains, and rivers) within South Carolina.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skills: GE: Gather Evidence and Communicate Findings -** Identify, use, and interpret different forms of evidence from primary and secondary sources.

**Examples of perspectives to consider through Primary Sources:**

* Historic maps of Charleston
* Images of the construction of Lake Murray
* Excerpts from travel diaries

**Examples of secondary sources to assist in providing perspective:**

* Brochures
* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

# ECONOMICS

**Standard 3:** Utilize the college and career skills of an economist to understand how economic decisions affect South Carolinians.

**Enduring Understanding:** 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.

**Expository Narrative and Inquiry:** Goods and services are a part of everyone’s life. By inquiring about goods and services in the school, the community, and South Carolina, students will identify goods as items for purchase and services as actions that benefit others. Local communities and the state are unique in the goods and services available to the people in different areas and change over time due to resource availability and consumers’ changing wants and needs as they grow and are presented with different events in life By discovering the role that landforms play in creating rural, suburban, and urban areas, students can explore how many times goods and services vary in different communities across the Lowcountry, Midlands, and Upstate. Civic dispositions are integrated into the identifying economic wants or needs and collaborating on possibilities to create a good or service to meet them.

**Transdisciplinary Opportunities:** A sampling ofadditional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

| **Essential Content** | **Related Course** | **Related Course Indicator** |
| --- | --- | --- |
| Construct Knowledge | ELA | 1.I.3 |
| Synthesize Information | ELA | 1.I.4 |
| Interact with Others | ELA | 1.C.1 |
| Articulate Ideas | ELA | 1.C.2 |
| Use of Natural Resources | Science | 1.E.4B.1 |

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the Key Concept of Standard 3 and the themes of the course.

* 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?

# ECONOMICS

**Standard 3:** Utilize the college and career skills of an economist to understand how economic decisions affect South Carolinians.

**Enduring Understanding:** 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.

**1.E.1** Compare goods and services in the school, community, and state.

This indicator was designed to encourage inquiry into the differences between goods and services. The indicator also encourages inquiry into the identification of goods as items for purchase (e.g. school lunch) and services as actions that benefit others.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: ER: Establish Relationships** - Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establish Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* After identifying goods and services in the school cafeteria, investigate similar ones in the community and across the state.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* grocery stores
* nail salon
* auto repair shop
* gift shop
* fun park/water park
* police department
* fire department
* EMS
* hospital
* home improvement store

# ECONOMICS

**1.E.2:** Explain how goods and services change over time.

This indicator was designed to encourage inquiry into the goods and services relevant to one’s own life, such as cell phones and computers, and how their relevance is affected by an individual’s changing wants and needs. (This indicator was also designed to promote inquiry into the relationship between wants and needs and their relationship to goods and services.)

**Depth of Knowledge:** Level 3: Complex Reasoning

**Target Skill: IN: Interpret** - Gather, interpret, and construct data and graphs to evaluate the impact of changes in the economy.

**Possible Content associated with the skill of Interpret:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Use a timeline to depict changes in communication over time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* goods
* services
* telephones
* automobiles
* computers
* bicycles
* food service
* fire service
* clothing
* hospitals

# ECONOMICS

**1.E.3:** Research and describe how goods and services differ in rural, suburban, and urban areas in South Carolina.

This indicator was designed to encourage inquiry into how goods and services vary in different communities. This indicator was also designed to promote inquiry into the identification of the goods and services available in their community and compare these to other South Carolina communities, such as farming in rural communities and shipping in coastal communities.

**Depth of Knowledge:** Level 4: Extended Reasoning

**Target Skill:  CC: Communicate and Conclude** - Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument

**Possible Content associated with the skill of Communicate and Conclude:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Have students research a community other than the community type in which they reside and report on similar goods and services available in that location.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

URBAN

* Charleston
* Columbia
* Greenville

SUBURBAN

* Simpsonville
* Lexington
* Summerville

RURAL

* Daufuskie Island
* Saluda
* Darlington

# ECONOMICS

**1.E.4:** Identify an economic want or need at the local or state level and create a solution in the form of a good or service.

This indicator was developed to encourage inquiry into how economic decisions influence everyday life. Inquiry is also encouraged through finding achievable ways to support one’s community, such as making posters to promote recycling.

**Depth of Knowledge:** Level 4 - Extended Reasoning

**Target Skill:  IP Informed Participation -** Use acquired knowledge to engage in the marketplace through informed decision making.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Unclaimed lost and found items could be donated to a local homeless shelter or a thrift clothing store.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* clothing drive
* canned food drive
* school tour guide for visitors
* school recycling program

# CIVICS & GOVERNMENT

**Standard 4:** Utilize the college and career skills of a political scientist to understand and display civic dispositions about contemporary South Carolina.

**Enduring Understanding:** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships.

**Expository Narrative and Inquiry:** South Carolina’s population is diverse when considering such attributes as age, ethnicity, family, gender, religion, and socioeconomics. Civic dispositions such as empathy, compassion, honesty, respect and cooperation are traits that can apply toall people and are examples of civic behaviors already occurring in the state and assist people from diverse backgrounds working together. Civic dispositions are essential in governmental operations and students will be exploring local and state governments exist as well as determining their functions.  It is essential that students identify that different leaders exist for local and state governments and that each have a set of rules or laws but work together in a Federal System that students will continue to explore in their future studies of US Government. Students can also research how local and state laws affect their everyday lives. It is essential that students put their knowledge into practice and model responsible citizenship by identifying an issue that needs addressing and proposing resolutions.

**Transdisciplinary Opportunities:** A sampling ofadditional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

| **Essential Content** | **Related Course** | **Related Course Indicator** |
| --- | --- | --- |
| Construct Knowledge | ELA | 1.I.3 |
| Synthesize Information | ELA | 1.I.4 |
| Research | ELA | 1.RI.7 |
| Interact with Others | ELA | 1.C.1 |
| Articulate Ideas, Claims, and Perspectives | ELA | 1.C.2 |

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the themes of the course.

* What are ways to value others that may have a different view-point 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?

# CIVICS & GOVERNMENT

**Standard 4:** Utilize the college and career skills of a political scientist to understand and display civic dispositions about contemporary South Carolina.

**Enduring Understanding:** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships.

**1.CG.1:** Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.

This indicator was developed to encourage inquiry into working with others with stories different from their own. This indicator was also developed to encourage inquiry into the identification of examples of this behavior that are already occurring and how to use civic dispositions to better accomplish a task.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: ER: Establish Relationships -** Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establish Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Examine the school staff in action and determine dispositions used to promote the well-being of the school.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* school administration team
* local county or city council
* police department
* fire department
* hospital staff
* Governor’s office
* State legislature
* South Carolina Supreme Court

# CIVICS & GOVERNMENT

**1.CG.2:** Describe the basic purpose, structure, and functions of South Carolina’s government at both the local and state level.

This indicator was developed to encourage inquiry into the hierarchy of local and state government, how they work together, and the basic responsibilities they have for the people of South Carolina.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: ER: Establish Relationships –** Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establish Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Have students explore the similarities and differences of the roles of the mayor and governor. How are these officials chosen? How do these officials help the community and state? Are these officials allowed to make decisions on their own?

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* local government
* state government
* mayor
* governor
* election
* executive branch
* legislative branch
* judicial branch

# CIVICS & GOVERNMENT

**1.CG.3:** Demonstrate ways to display active and responsible citizenship in local and state government.

This indicator was designed to promote inquiry into how to be an active citizen.  The indicator was also developed to encourage inquiry through examples of citizenship within one’s school, the community, and at the state level.

**Depth of Knowledge:** Level 3: Complex Reasoning

**Target Skill: CC: Communicate and Conclude -** Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicate and Conclude:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Invite volunteer firefighters into the classroom and identify how they are displaying responsible citizenship.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* active citizenship
* responsible citizenship
* voting
* running for office
* volunteer opportunities
* clothing/food drives
* pet adoption centers

# CIVICS & GOVERNMENT

**1.CG.4:** Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.

This indicator was designed to encourage inquiry into community and state issues. The indicator was also designed to promote inquiry into state issues by using one’s own experiences, connecting with other classrooms across the state, or viewing appropriate news sources.

**Depth of Knowledge:** Level 4: Extended Reasoning

**Target Skill: IP: Informed Participation -** Use acquired knowledge to engage in the governing process through informed decision making.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* After collecting data on the frequency of accidents at an intersection lacking a stop sign, students could petition the mayor/city council to erect one.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* traffic signs
* crossing guards
* food drive
* disaster relief
* old school busses