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 The Community Around Us**

| **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. |

**HISTORY**

**Standard 1:** Utilize the college and career skills of a historian to study continuity and change over time for one’s personal history and one’s community.

**Enduring Understanding:** The development of historical thinking skills begins in kindergarten by comparing individuals and examining the ways in which they change and/or remain the same over time.

**Expository Narrative and Inquiry:** Historical inquiry begins in kindergarten by prompting students to inquire about the differences and similarities between themselves and others. These differences and similarities can then be explored over various periods of time allowing for continuities and changes to be examined. Historians depend on a variety of sources representing different points of view from different authors. Kindergarten students will begin to use various sources as evidence about themselves and their community to support various claims.

**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** |
| --- | --- | --- |
| Comparing self to others | Health | G-K.1.4 |
| Patterns and changes | Health | G-K.1.3 |
| Patterns and changes | Science | K.E.3A.2 |
| Identify Author | ELA | RL.K.11.1 |
| Measurement and Data Analysis | Mathematics | K.MDA.1, K.MDA.2, K.MDA.3, K.MDA.4 |

**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 makes an individual change or stay the same?
* In what ways are you similar and different from your classmates?
* How could you show others how you have changed since you were a baby? How could you show others how you have stayed the same?
* How do we know our community has changed over time? What has changed and what is the same?
* How is our school/community like other schools/communities? How does our school/community differ from other schools/communities?
* Why do individuals/communities change?

**HISTORY**

**Standard 1:** Utilize the college and career skills of a historian to study continuity and change over time for one’s personal history and one’s community.

**Enduring Understanding:** The development of historical thinking skills begins in kindergarten by comparing individuals and examining the ways in which they change and/or remain the same over time.

**K.H.1:** Identify similarities and differences between oneself and others.

This indicator was developed to encourage inquiry into students’ individual characteristics in relation to those of their classmates.

**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.*

* Students can examine a personal attribute/characteristic such as finger length and compare that personal attribute/characteristic with other students.

*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.*

* height
* hair length
* number of teeth lost
* shoe size
* shadow length throughout the day

**HISTORY**

**K.H.2:** Examine ways in which individuals change or stay the same over time.

This indicator was developed to encourage inquiry into the ways that people change or stay the same over various periods of time, including days, weeks, and the school year.

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

**Target Skill: CC: Continuities and Changes** -Identify historical continuities and changes by recognizing patterns in history.

**Possible Content associated with the skill of Continuities and Changes:**

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

* Students can compare their current self with how their life has changed over a few days, weeks, the school year, or from an earlier time in their lives using such evidence as photographs, interviews with parents or family members, or measurements taken at various points in 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.*

* height
* hair length
* number of teeth lost
* shoe size
* shadow size throughout the day
* clothing choices based on seasons

**HISTORY**

**K.H.3:** Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.

This indicator was developed to encourage inquiry into what one can learn about the world by identifying and utilizing primary sources.

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

**Target Skill:** **Evidence (E)** - Identify, source, and utilize different forms of evidence (including primary and secondary sources) used in the study of history.

**Examples of perspectives to consider through primary sources:**

* Pictures from babyhood to present
* Baby clothes to clothes presently worn
* First year calendar

**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 place in one’s personal community.

**Enduring Understanding:** Map literacy skills are essential to the synthesizing of cultural and natural information which allows for geographic questioning within the social studies standards.

**Expository Narrative and Inquiry:** Geographic literacy begins with inquiring about the purpose of maps and beginning to recognize how the parts of maps are used to gain information about the topic being explored. By using positional words to describe locations and features on maps, explorations regarding different types of maps being used for different purposes can begin. Using a variety of maps can allow students to inquire about different cultural and natural resources people use or have access to in their communities and why certain communities may have features unique to them as well as exploring how their personal residences are similar and different from each other as well as other types of buildings in the community. It is essential for students to observe their cultural and natural surroundings to gain an understanding of these physical environments and create a visual representation of information they gained. Representations may include graphs, maps, models, or other illustrations of geographic information that would then allow students to make comparisons with other locations.

**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** |
| --- | --- | --- |
| Weather | Science | K.E.3A.1, K.E.3A.2 |
| Environments | Science | K.L.2A.6 |
| Measurement and Data Analysis | Mathematics | K.MDA.3, K.MDA.4 |
| Geometry | Mathematics | K.G.1 |
| Comprehend a Variety of Texts | ELA | K.RI.12 |
| Inquiry: Construct Knowledge | ELA | K.I.3.1, K.I.3.2 |
| Inquiry: Synthesize Information | ELA | K.I.4.3 |

**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.

* If you were helping a new student find our classroom/your home/our school, how would you do this? What would be key features to highlight along the way?
* Someone is moving to our town/city and needs to know where to find important places. What important physical and cultural features should be highlighted?
* How can you improve the fire evacuation map for our classroom?
* What would be important information to include on a fire evacuation map for your family?

**GEOGRAPHY**

**Standard** 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about place in one’s personal community.

**Enduring Understanding:** Map literacy skills are essential to the synthesizing of cultural and natural information which allows for geographic questioning within the social studies standards.

**K.G.1:** Identify a map, various map features, and explain the purpose of maps.

This indicator was developed to encourage inquiry into the purpose of maps and begin to recognize how the parts of maps are used to gain information (e.g., map title, map key/legend). This indicator was also developed to encourage the use of positional words used to describe locations on maps.

**Depth of Knowledge:** Level 1 - Recall of Information

**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.*

* Examine a map of our town and identify the location of different cultural and natural features.

*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.*

* county maps
* city maps
* state maps
* highway maps
* school fire evacuation maps
* classroom maps
* local topographic maps

**GEOGRAPHY**

**K.G.2** Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.

This indicator was developed to encourage inquiry into natural features, such as mountains, oceans, and rivers and cultural features, such as buildings, restaurants, roads, and stores.

**Depth of Knowledge:** Level 3 – Complex 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.*

* Students could sort pictures of cultural and natural features with the aid of a graphic organizer before inferring why various cultural features are located where they are.

*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.*

* strip malls/shopping centers
* grocery stores
* farm stands
* entertainment venues
* dirt roads
* paved roads
* highways
* police stations
* fire departments
* natural features unique or important to the local area

**GEOGRAPHY**

**K.G.3** Describe and compare the cultural and natural environment around one’s home and school by constructing a visual representation.

This indicator was developed to encourage inquiry into how the cultural and natural features in the students’ community vary from one place to another, and to create a map or other representation to communicate those differences.

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

**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.*

* By creating visual representations of the cultural and natural features of one’s home and comparing it with a similar representation of one’s school, students may begin an analysis of why certain features are or are not present in 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.*

* sprinkler systems
* posted fire evacuation maps
* playgrounds
* gymnasiums
* commercial dishwashers
* bedrooms
* nurse station

**ECONOMICS**

**Standard 3:** Utilize the college and career skills of an economist to understand how economic decisions affect one’s personal community.

**Enduring Understanding:** Fundamental economic concepts introduced in kindergarten are developed throughout social studies education and impact one’s everyday choices.

**Expository Narrative and Inquiry:** All of us have wants and needs that may vary from person to person and change for different reasons at different points in time. By exploring personal wants and needs, the differences between them, and the means for acquiring them, students can begin to explore how these decisions affect the community and their everyday choices. Needs are essential for survival, such as water and oxygen, and wants can be considered non-essential items for survival, such as games or candy. Students should also inquire about why wants and needs change over time. Time periods that students can explore include their own lifespan, the school year, different seasons, or a school day. Students can further their learning by identifying specific needs of the whole class or school and how they can help fulfill those needs. Inquiries about the purpose of jobs and their connection to wants and needs can be explored. Discussion and research includes identifying jobs in the community or surrounding areas and how jobs benefit the student’s family and community as a whole. It also stretches students to think about how jobs give them choices as a consumer, such as the establishment of a new business allowing wants and/or needs to be procured. Real life problem solving is practiced when students work with the teacher to identify a relevant want or need in the school or community and create a reasonable solution to acquire it.

**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** |
| --- | --- | --- |
| Needs of Organism | Science | K.L.A.6 |
| Exploring Weather Patterns | Science | K.E.3.A |
| Comprehend a Variety of Texts | ELA | K.RI.12 |
| Inquiry: Construct Knowledge | ELA | K.I.3.1, K.I.3.2 |
| Inquiry: Synthesize Information | ELA | K.I.4.3 |
| Number Sense | Mathematics | K.NS.8 |

**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 do we need? What do we want? How do needs and wants differ?
* Are needs more important than wants? Are wants more important than needs?
* How can a person prepare to meet individual wants and needs?
* What is something that our classroom wants or needs, should we try to acquire it, and if so, how should we acquire it?
* How do you choose between two things that you want?
* Could a want, such as a swimming pool, be considered a need?

**ECONOMICS**

**Standard 3:** Utilize the college and career skills of an economist to understand how economic decisions affect one’s personal community.

**Enduring Understanding:** Fundamental economic concepts introduced in kindergarten are developed throughout social studies education and impact one’s everyday choices.

**K.E.1** Identify and compare wants and needs.

This indicator was developed to encourage inquiry into the differences between wants and needs and that different individuals have different wants and needs.

**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.*

* Compare parts of a healthy meal with the parts of a board game to determine the purpose of each to be able to explain why one is a need and the other a want.

*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.*

* personal hygiene supplies (such as soap and toothpaste)
* junk food
* drinking water
* swimming pools
* shelter
* clothing

**ECONOMICS**

**K.E.2** Explain how wants and needs change over time.

This indicator was designed to encourage inquiry into how wants and needs change as individuals grow and change.

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

**Target Skill: I: Interpret** - Gather and interpret evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**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.*

* Students can create an illustration depicting their wants and needs regarding clothing in the winter, fall, summer, and spring and how they change as the seasons change.

*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.*

* employment
* clothing
* food
* energy use
* transportation
* housing
* education
* health care

**ECONOMICS**

**K.E.3** Explain why people have jobs and describe the economic benefits for self and community.

This indicator was developed to encourage inquiry into how jobs allow community members to have consumer choice and to meet individual needs.

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

**Target Skill: CC: Communicate & 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 create a list of jobs found in their community and describe why that job is important to the overall well-being of the community.

*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.*

* government jobs
* volunteer jobs
* service jobs
* manufacturing jobs
* healthcare jobs
* transportation jobs

**ECONOMICS**

**K.E.4** Identify an economic want or need at one’s school or community level and create a solution.

This indicator was developed to encourage inquiry into real world economic wants and needs and encourage hands-on practice to find possible solutions.

**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 3.*

* Any local want or need can be explored with this indicator. With guidance and support, students are being asked to propose possible solutions to a local want or need that is of interest to them or an immediate interest to the class as a whole.

*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.*

* field trip expenses
* classroom wants and/or needs
* local charities
* food bank
* homeless shelter
* animal shelter
* local beautification group
* supporting a local volunteer agency

**CIVICS & GOVERNMENT**

**Standard 4:** Utilize the college and career skills of a political scientist to understand and display civic dispositions in one’s personal community.

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

**Expository Narrative and Inquiry: Expository Narrative and Inquiry:** As students explore similarities and differences with other classmates they should determine that each member of their class is unique. With those diversities present in their classroom students should begin to practice civic dispositions that show respect toall members of the community and identify examples of this behavior already occurring in the classroom and community. Diverse populations do need rules and laws to keep citizens safe and classroom situations can serve as examples as to what happens when rules and laws are broken. Inquiries can lead to investigations into who in the community is responsible for creating community rules and procedures and who is responsible for following them and working with those who are not abiding by them. Students can explore how civic dispositions should be present during conversations, especially when learning how to present an opposing point of view. The skills and concepts explored in this standard should lead students in identifying a classroom, school, or local civic issues and work collaboratively to develop a solution.

**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** |
| --- | --- | --- |
| Inquiry: Broaden understanding | ELA | K.I.4.1, K.I.5.1 |
| Mental, emotional, and social health | Health | M-K.5.1 |
| Formulating a Solution | Science | K.E.3A.4 |

**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.

* Why do I have to be responsible? What are my responsibilities at home and school? What would happen if I weren’t responsible?
* Are all rules good rules? In our classroom? In our school? In our community?
  + Who makes the rules?
  + What does it mean to follow the rules?
  + Are rules fair?
* Why do rules change? What are some rules that could be changed and what new rules can you propose to improve them?
* What is an issue facing our classroom/school? What is our responsibility? How can we possibly fix it?
* What qualities make for good citizenship and how do these qualities benefit an individual, their family, their school, and their community?
* You have been asked to meet with a group of diverse school/community members who have very different opinions and feelings about a new playground? How should you prepare to meet with this group?

**CIVICS & GOVERNMENT**

**Standard 4:** Utilize the college and career skills of a political scientist to understand and display civic dispositions in one’s personal community.

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

**K.CG.1** Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.

This indicator was developed to encourage inquiry into diversity within the classroom and community. Further, inquiry promotes identifying civic dispositions (e.g., compassion, cooperation, empathy, honesty, and respect) that are already exhibited in the classroom setting and can be used for problem solving in the future.

**Depth of Knowledge:** Level 2 - Skills and Concepts

**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.*

* As problem arise between students, such as one student calling another names, teacher provides guidance and support on ways to solve the problem while highlighting civic dispositions.

*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.*

* civic dispositions
* responsible citizenship
* compassion
* cooperation
* empathy
* honesty
* respect

**CIVICS & GOVERNMENT**

**K.CG.2** Explain the purpose of rules and laws, and discuss the consequences of breaking them.

This indicator was developed to encourage inquiry into identifying rules and laws in the classroom, home, and the community and how these rules are necessary for safety.

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

**Target Skill: I: Interpret** - Gather and interpret evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**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 4.*

* By examining classroom rules students can identify what might happen if they don’t follow them.

*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.*

* rules of the home
* rules of the classroom
* rules of the school
* rules for riding the bus
* local and state laws

**CIVICS & GOVERNMENT**

**K.CG.3** Establish and practice classroom rules and procedures for listening and responding appropriately to others.

This indicator was developed to encourage inquiry into identifying civic dispositions (e.g., compassion, cooperation, empathy, honesty, and respect). Further, inquiry promotes the discussion of rules already in place, the creation of rules, and habits needed for civil discourse.

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

**Target Skill: CC: Communicate & 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.*

* Students and the teacher work together to create classroom rules and consequences.

*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..*

* rules
* consequences
* procedures
* compassion
* cooperation
* empathy
* honesty
* respect

**CIVICS & GOVERNMENT**

**K.CG.4** Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.

This indicator was developed to encourage inquiry into identifying real world classroom or school problems and practice a hands-on approach when finding solutions. This practice furthers inquiry through civic dispositions necessary when working with others.

**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.*

* In preparation for the teacher’s absence, students can propose ways to ensure the substitute is aware of classroom procedures.

*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.*

* line procedures
* behavior for substitutes
* care of classroom pet
* littering in bathrooms
* graffiti
* library procedures