

# **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.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina’s children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate\\_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

---

## **How to Read this Document:**

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student’s Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

## **Summary of the course:**

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*.

## Family Friendly Guide for 2<sup>nd</sup> Grade Social Studies Life in the United States

---

### Content Exploration

Kindergarten–12<sup>th</sup> 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.

<b>Standard</b>	<b>Summary</b>
<b>1: History</b>	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.
<b>2: Geography</b>	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.
<b>3: Economics</b>	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.
<b>4: Civics and Government</b>	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.

<b>History Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Comparison</b>	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.
<b>Causation</b>	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.
<b>Continuities and Changes</b>	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.
<b>Evidence</b>	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.

<b>Geography Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Maps</b>	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.
<b>Gather Evidence and Communicate Findings</b>	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.
<b>Conditions and Connections</b>	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.

<b>Economic Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Establish Relationships</b>	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
<b>Interpret</b>	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.
<b>Communicate and Conclude</b>	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.
<b>Informed Participation</b>	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.

<b>Civics and Government Skills</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Establish Relationships</b>	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.
<b>Interpret</b>	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.
<b>Communicate &amp; Conclude</b>	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.
<b>Informed Participation</b>	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 2<sup>nd</sup> 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](#)
  - o The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
  
- [South Carolina Social Studies Instructional Guides](#)
  - o The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
  
- [South Carolina ETV](#)
  - o The site may also be found by visiting: <https://www.scetv.org/>
  
- [South Carolina Remote Learning](#)
  - o These are websites that are identified by grade level and content range for your student.
  - o The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

**A publication of SC Department of Education (www.ed.sc.gov)  
SC Education Oversight Committee  
(www.eoc.sc.gov)**