

Draft 2026 South Carolina K-2 College and Career Ready Social Studies and Civics Standards

Kindergarten	
<i>Me and My Community</i>	
Standard K.1 Understand how people live, work, and learn together in families, classrooms, and communities.	
Indicator	Indicator Insight
K.1.1 Describe the roles and responsibilities of people in families, classrooms, and communities. (C, Gov)	Instruction should emphasize that communities function because people have different roles and responsibilities. Teachers should help students recognize how family members, school personnel, neighbors, and community members contribute to meeting the needs of others. Examples may include parents caring for children, teachers teaching, principals leading schools, and neighbors helping one another. The focus is on understanding that everyone contributes to the success of a community through responsible participation.
K.1.2 Explain how rules help people live, work, and learn together safely and fairly. (C, Gov)	Instruction should emphasize the purpose of rules in families, classrooms, schools, and communities. Teachers should help students understand that rules promote safety, fairness, cooperation, and problem-solving rather than simply identifying or memorizing rules. Examples may include classroom expectations, playground rules, and family routines. The focus is on understanding why rules are important for helping people live and work together.
K.1.3 Describe how community helpers, leaders, and workers meet the needs of the community. (C, E, Gov)	Instruction should emphasize how community helpers, leaders, and workers provide goods, services, and leadership that support the well-being of the community. Teachers should connect occupations to the needs they help meet rather than simply identifying job titles. Examples may include firefighters, healthcare workers, sanitation workers, librarians, police officers, principals, and mayors. The focus is on understanding how different people contribute to a strong and successful community.
K.1.4 Identify ways people cooperate to solve problems and care for others. (C, Gov)	Instruction should emphasize that cooperation helps families, classrooms, and communities solve problems and care for others. Teachers should provide opportunities for students to recognize and practice teamwork, kindness, communication, and shared responsibility in authentic situations. Examples may include helping a classmate, cleaning a shared space, or participating in a community service project. The focus is on recognizing that working together benefits everyone.
K.1.5 Demonstrate ways to contribute responsibly to families, classrooms, and communities. (C)	Instruction should emphasize that every student can contribute positively to their family, classroom, and community through responsible actions. Teachers should provide authentic opportunities for students to practice responsibility, respect, service, and care for shared spaces. Examples may include completing classroom jobs, helping others, following expectations, and participating in community service activities. The focus is on applying responsible citizenship through everyday actions.
K.1.6 Practice responsibility, honesty, kindness, compassion, respect cooperation, and service	Instruction should emphasize how civic virtues are demonstrated through everyday interactions and choices. Students should

through everyday life in families, classrooms, and communities (C)	explore how responsibility, honesty, kindness, compassion, respect, cooperation, and service help people work together, solve problems, care for others, and contribute to the common good within families, classrooms, and communities.
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Standard K.2 Explore how people and places are connected.

<i>Indicator</i>	<i>Indicator Insight</i>
K.2.1 Describe familiar places using maps, models, photographs, and positional words. (Geo)	Instruction should emphasize the use of maps, models, photographs, and positional words to describe familiar places such as the classroom, school, neighborhood, and community. Teachers should provide opportunities for students to use geographic tools and location words, such as <i>next to</i> , <i>beside</i> , <i>above</i> , <i>below</i> , <i>near</i> , <i>far</i> , <i>left</i> , and <i>right</i> , to describe where people, places, and objects are located. Examples may include locating objects in the classroom, describing places on a simple map, or using photographs to identify familiar locations. The focus is on developing foundational geographic skills by describing the location of people, places, and objects.
K.2.2 Identify physical and human features of the local community. (Geo)	Instruction should emphasize the difference between physical features that occur naturally and human features that are created by people. Teachers should use familiar examples from the local community to help students distinguish between the two types of features. Examples may include rivers, lakes, forests, beaches, and hills as physical features, and roads, homes, schools, bridges, parks, and businesses as human features. The focus is on recognizing how physical and human features shape the places where people live.
K.2.3 Explain how people use natural resources and care for shared places. (C, Geo)	Instruction should emphasize that people depend on the environment to meet their needs and share a responsibility to care for it. Teachers should encourage students to explore simple ways individuals can protect and improve the places where they live. Examples may include recycling, conserving water, planting trees or flowers, reducing litter, and caring for shared spaces. The focus is on understanding that responsible actions help protect the environment for everyone.
K.2.4 Describe how weather, land, and water influence daily activities. (Geo)	Instruction should emphasize how weather and physical features influence the choices people make each day. Teachers should help students make connections between the environment and everyday decisions about clothing, transportation, recreation, and work. Examples may include dressing for different weather conditions, choosing indoor or outdoor activities, traveling safely during storms, or using land and water for recreation and transportation. The focus is on understanding how the environment influences the way people live and interact with places.
K.2.5 Identify how places provide resources people use to meet their needs. (E, Geo)	Instruction should emphasize that places provide natural and human resources that help people meet their basic needs. Teachers should help students recognize the relationship between the places where people live and the resources they use every

	day. Examples may include water, soil, trees, farms, grocery stores, parks, and other community resources that provide goods or services. The focus is on recognizing that people depend on the resources found in the places where they live.
Standard K.3 Examine how people make choices to meet needs and solve problems.	
<i>Indicator</i>	<i>Indicator Insight</i>
K.3.1 Distinguish between needs and wants. (E)	Instruction should emphasize the difference between needs and wants using familiar, age-appropriate examples from students' everyday lives. Teachers should help students recognize that needs are things people must have to live and stay healthy, while wants are things people would like to have but can live without. Examples may include food, water, clothing, and shelter as needs, and toys, games, or candy as wants. The focus is on distinguishing between needs and wants as a foundation for economic decision-making.
K.3.2 Explain how people make choices to meet needs and wants. (E)	Instruction should emphasize that people make choices every day because they cannot always have everything they want. Teachers should help students explore how families and individuals decide how to use their time, money, and other resources to meet their needs and wants. Examples may include choosing between two items at a store, deciding how to spend time after school, or selecting food for meals. The focus is on understanding that choices are a part of everyday decision-making.
K.3.3 Describe how work helps people earn money and provide goods and services. (E)	Instruction should emphasize that people work to earn money and provide goods and services that help meet the needs and wants of others. Teachers should connect familiar occupations to the goods they produce or the services they provide. Examples may include farmers growing food, teachers educating students, healthcare workers caring for people, or grocery stores selling products families need. The focus is on understanding how work supports individuals, families, and communities.
K.3.4 Identify goods and services people use every day. (E)	Instruction should emphasize the difference between goods and services using familiar examples from students' daily lives. Teachers should help students recognize that goods are tangible items people make, buy, or use, while services are activities people perform to help others. Examples may include food, clothing, books, and toys as goods, and transportation, teaching, medical care, or haircuts as services. The focus is on recognizing how goods and services help meet people's needs and wants.
K.3.5 Explain how making responsible choices benefits families and communities. (C, E)	Instruction should emphasize that responsible choices help families and communities meet needs, solve problems, and care for shared resources. Teachers should encourage students to consider how their decisions affect others and contribute to the well-being of their classroom, family, and community. Examples may include sharing resources, taking care of belongings, conserving water, cleaning up shared spaces, or helping others. The focus is on understanding how responsible choices benefit both individuals and the community.

Standard K.4 Explore how people remember the past, celebrate traditions, and shape communities.

<i>Indicator</i>	<i>Indicator Insight</i>
K.4.1 Describe events from the past, present, and future using words related to time. (H)	Instruction should emphasize that events occur over time and can be described using words that communicate when they happen. Teachers should help students use terms such as past, present, future, yesterday, today, and tomorrow to describe personal experiences and familiar events. Examples may include daily routines, birthdays, holidays, and classroom activities. The focus is on developing chronological thinking by understanding and describing the sequence of time.
K.4.2 Compare life today with life in the past using stories, photographs, and artifacts. (H)	Instruction should emphasize that life changes over time and that stories, photographs, artifacts, and other historical sources help us learn about the past. Teachers should guide students in comparing familiar aspects of daily life, such as homes, schools, transportation, toys, and clothing, while recognizing similarities and differences. Examples may include family photographs, classroom artifacts, children's literature, and personal stories. The focus is on recognizing change and continuity between the past and the present.
K.4.3 Identify symbols, holidays, and traditions that connect people to their community, South Carolina, and the United States. (C, H)	Instruction should emphasize that symbols, holidays, and traditions help people remember important individuals, events, and shared experiences. Teachers should introduce age-appropriate examples from students' families, communities, South Carolina, and the United States while encouraging respect for differing traditions and celebrations. Examples may include the American flag, the South Carolina state flag, community celebrations, patriotic holidays, and family traditions. The focus is on understanding how symbols, holidays, and traditions help build community identity and preserve shared history.
K.4.4 Describe how families and communities remember important people and events. (C, H)	Instruction should emphasize that families and communities remember important people and events in different ways. Teachers should help students explore how celebrations, photographs, stories, monuments, memorials, traditions, and special places preserve memories and connect people to the past. Examples may include birthdays, family photo albums, local memorials, museums, and community celebrations. The focus is on understanding how people preserve and share memories across generations.
K.4.5 Explain how traditions help communities share stories and values across generations. (C, H)	Instruction should emphasize that traditions help families and communities preserve stories, celebrate shared experiences, and pass important values from one generation to the next. Teachers should encourage students to explore traditions from their own families and communities while appreciating the traditions of others. Examples may include holiday celebrations, cultural customs, family recipes, songs, stories, and annual community events. The focus is on understanding how traditions connect the past, present, and future.

Standard K.5 Investigate the world by asking questions and using evidence.

<i>Indicator</i>	<i>Indicator Insight</i>
K.5.1 Ask questions about people, places, and events. (Inquiry)	Instruction should emphasize that asking questions is the first step in learning about people, places, and events. Teachers should encourage students to develop curiosity by asking meaningful questions about their families, schools, communities, and the world around them. Examples may include questions that begin with who, what, where, when, and why during classroom discussions, observations, and investigations. The focus is on developing curiosity through purposeful questioning.
K.5.2 Use photographs, stories, maps, objects, and artifacts to learn about the past and present. (Geo, H)	Instruction should emphasize that people learn about the world by examining different types of sources. Teachers should provide opportunities for students to use photographs, stories, maps, objects, artifacts, and other age-appropriate sources to gather information about people, places, and events. Examples may include family photographs, classroom maps, historical artifacts, children's literature, and community objects. The focus is on using a variety of sources to gather information.
K.5.3 Sequence familiar events using words and phrases related to time. (H)	Instruction should emphasize organizing events in chronological order using words and phrases related to time. Teachers should provide opportunities for students to describe and sequence familiar experiences using words such as first, next, then, last, before, and after. Examples may include daily routines, classroom activities, holidays, and personal experiences. The focus is on organizing events in chronological order to build understanding of sequence and time.
K.5.4 Create simple maps, models, timelines, or drawings to communicate ideas. (Geo, H)	Instruction should emphasize organizing and communicating information using simple visual representations. Teachers should encourage students to create maps, models, timelines, drawings, or other age-appropriate representations to share what they have learned about people, places, and events. Examples may include drawing a classroom map, creating a simple timeline of the school day, or building a model of a community. The focus is on organizing information and communicating ideas using visual representations.
K.5.5 Share observations and conclusions using speaking, drawing, writing, or other age-appropriate forms of communication. (All strands)	Instruction should emphasize communicating observations and simple conclusions using information gathered from sources, experiences, and classroom discussions. Teachers should provide opportunities for students to share their thinking through speaking, drawing, writing, dramatic play, or other developmentally appropriate forms of communication while encouraging them to explain how they know what they know. Examples may include sharing observations during class discussions, drawing conclusions from photographs, or presenting a classroom project. The focus is on communicating ideas and simple conclusions using evidence.
1st Grade	
<i>South Carolina: Our State and Communities</i>	

Standard 1.1 Understand how rules, laws, leaders, and citizens help South Carolina communities thrive.

<i>Indicator</i>	<i>Indicator Insight</i>
1.1.1 Explain how local and state governments help communities through laws, services, and leadership. (C, Gov)	Instruction should emphasize the relationship between rules, laws, and community responsibilities in South Carolina. Teachers should help students distinguish between rules established by families, schools, and organizations and laws established by the state government. They should also reinforce that both promote safety, fairness, and cooperation. Examples may include school rules, traffic laws, and community expectations. The focus is on understanding how rules, laws, and personal responsibility support communities.
1.1.2 Explain how laws help protect rights, promote fairness, and support the common good. (C, Gov)	Instruction should emphasize that laws are created to protect people, promote fairness, and support the common good. Teachers should use familiar examples to help students recognize that laws exist to help communities function effectively and ensure that everyone is treated fairly. Examples may include laws that protect safety, property, and shared spaces. The focus is on understanding the purpose of laws within communities.
1.1.3 Describe how local and state leaders make decisions that affect South Carolina communities. (C, E)	Instruction should emphasize that local and state leaders make decisions that help meet the needs of communities throughout South Carolina. Teachers should introduce examples of elected and appointed leaders and connect their decisions to services students experience in everyday life. Examples may include mayors, city councils, school boards, the governor, and other community leaders. The focus is on understanding how leadership supports communities and improves people's lives.
1.1.4 Describe how citizens demonstrate responsibility, respect, honesty, and participation in their communities. (C)	Instruction should emphasize the character traits and actions of responsible citizens. Teachers should provide opportunities for students to recognize and practice respect, honesty, responsibility, cooperation, and participation through meaningful classroom and community experiences. Examples may include volunteering, helping others, following laws and rules, respecting differences, and participating in community activities. The focus is on recognizing how responsible citizenship strengthens communities.
1.1.5 Explain how communities change as people work together to meet new needs. (C, E, H)	Instruction should emphasize that communities grow and change as people identify needs, solve problems, and work together. Teachers should help students recognize that cooperation, leadership, innovation, and civic participation all contribute to improving communities over time. Examples may include building schools, creating parks, improving roads, or responding to community needs. The focus is on understanding that communities change through the collective efforts of their citizens.
1.1.6 Describe how responsibility, honesty, respect, cooperation, and service help citizens work together and support the common good in South Carolina communities. (C)	Instruction should emphasize how responsibility, honesty, respect, cooperation, and service help citizens contribute to the common good within families, schools, and communities. Teachers should help students recognize how these civic virtues influence individual choices, build trust, strengthen relationships, and

	support communities where people work together to solve problems and help others. Examples may include following through on responsibilities, telling the truth, showing respect for others, cooperating to achieve shared goals, and participating in acts of service. The focus is on understanding that civic virtues are habits that help South Carolina communities flourish.
Standard 1.2 Explore how geography, places, and environments shape life in South Carolina.	
<i>Indicator</i>	<i>Indicator Insight</i>
1.2.1 Locate South Carolina and its major regions using maps, globes, and other geographic tools. (Geo)	Instruction should emphasize using maps, globes, photographs, and other geographic tools to locate and describe South Carolina and its major regions. Teachers should introduce the Upstate, Midlands, Pee Dee, Lowcountry, and Coastal Plain while helping students develop geographic vocabulary and spatial awareness. Examples may include locating South Carolina on a map of the United States, identifying major regions, and using map features such as titles, symbols, legends, and compass roses. The focus is on developing geographic skills by locating and describing places in South Carolina.
1.2.2 Describe the physical and human features that make South Carolina unique. (Geo, H)	Instruction should emphasize the physical and human characteristics that define South Carolina. Teachers should help students distinguish between natural features and features created by people while making connections to how these characteristics influence communities across the state. Examples may include the Blue Ridge Mountains, rivers, forests, beaches, cities, farms, roads, bridges, ports, and historic landmarks. The emphasis is on understanding how both natural and human-made features contribute to the state's identity rather than simply identifying geographic features.
1.2.3 Explain how natural resources influence where people live, work, and travel. (E, Geo)	Instruction should emphasize the relationship between South Carolina's natural resources and the ways people live, work, and travel. Teachers should help students explore how resources such as land, water, forests, and fertile soil support agriculture, transportation, industries, and communities throughout the state. Examples may include farming in fertile regions, shipping through ports, fishing along the coast, and tourism in natural areas. The focus is on understanding how natural resources influence communities and economic activity.
1.2.4 Describe how people adapt to South Carolina's geography and make choices about the use and care of land, water, wildlife and shared spaces. (C, Geo)	Instruction should emphasize that people adapt to the environments in which they live while also taking responsibility for protecting and conserving those environments. Teachers should provide opportunities for students to explore how weather, landforms, waterways, and natural resources influence daily life and how responsible stewardship benefits communities. Examples may include conserving water, protecting wildlife habitats, recycling, caring for beaches and parks, and preparing for changing weather conditions. The focus is on understanding the relationship between people, the environment, and responsible stewardship.

1.2.5 Explain how transportation connects people, goods, and communities across South Carolina. (E, Geo, H)	Instruction should emphasize how transportation systems connect communities throughout South Carolina and support the movement of people, goods, and services. Teachers should help students recognize how roads, railroads, bridges, airports, waterways, and ports contribute to communication, trade, travel, and economic activity across the state. Examples may include the Port of Charleston, interstate highways, railroads, school transportation, and local roads that connect communities. The focus is on understanding how transportation strengthens connections among people, places, and communities.
Standard 1.3 Examine how people make choices and use resources to meet needs and improve communities.	
<i>Indicator</i>	<i>Indicator Insight</i>
1.3.1 Distinguish between needs and wants when making choices. (E)	Instruction should emphasize that people make choices because time, money, and resources are limited. Teachers should help students build on their understanding of needs and wants by recognizing that individuals and families often make decisions about which needs and wants are most important. Examples may include choosing between items at a store, deciding how to spend time, or selecting how to use available resources. The focus is on understanding that people make choices to meet their needs and wants.
1.3.2 Explain how buyers, sellers, producers, and consumers interact in South Carolina communities. (E)	Instruction should emphasize the roles of buyers, sellers, producers, and consumers within South Carolina communities. Teachers should help students recognize that producers create goods or provide services, sellers offer them for purchase, buyers purchase them, and consumers use them to meet their needs and wants. Examples may include farmers selling crops, local businesses providing goods and services, and families purchasing products within their communities. The focus is on understanding how people work together to meet economic needs within communities.
1.3.3 Describe how goods and services help meet the needs and wants of communities. (C, E)	Instruction should emphasize that goods and services help individuals, families, and communities meet their needs and wants. Teachers should help students connect familiar goods and services to the people and businesses that provide them while reinforcing the importance of community interdependence. Examples may include grocery stores providing food, schools providing education, hospitals providing healthcare, and transportation services connecting communities. The focus is on recognizing how goods and services support everyday life in South Carolina.
1.3.4 Explain how jobs in South Carolina depend on natural resources, technology, and community needs. (E, Geo)	Students explore how people work in different jobs and industries to provide goods and services that support South Carolina communities. Instruction should include examples from agriculture, manufacturing, tourism, transportation, and other industries that are important to the state.
1.3.5 Describe how people make responsible choices about using resources. (C, E, Geo)	Instruction should emphasize that responsible decisions about using time, money, and natural resources benefit individuals,

	families, and communities. Teachers should encourage students to consider how thoughtful choices help reduce waste, conserve resources, and meet both present and future needs. Examples may include recycling, conserving water and energy, sharing resources, saving money, and making thoughtful purchasing decisions. The focus is on recognizing how responsible resource use supports strong communities.
Standard 1.4 Explore how people, events, and traditions have shaped South Carolina over time.	
<i>Indicator</i>	<i>Indicator Insight</i>
1.4.1 Compare life in South Carolina today with life in the past using photographs, stories, maps, and artifacts. (H)	Instruction should emphasize that South Carolina has changed over time and that historical sources help us learn about those changes. Teachers should guide students in comparing daily life in the past and present by examining photographs, stories, maps, artifacts, and other age-appropriate historical sources. Examples may include homes, schools, transportation, clothing, recreation, and communication. The focus is on recognizing change and continuity in South Carolina over time.
1.4.2 Describe how important people have contributed to South Carolina communities. (C, H)	Instruction should emphasize that individuals have helped shape South Carolina through leadership, service, innovation, and civic participation. Teachers should introduce age-appropriate examples of people from different time periods and backgrounds whose contributions continue to influence communities today. Examples may include Native American leaders, historical figures, community leaders, educators, military leaders, and other notable South Carolinians. The focus is on understanding how individuals have influenced the history and development of South Carolina.
1.4.3 Explain how symbols, holidays, and traditions reflect the history and culture of South Carolina. (C, H)	Instruction should emphasize that symbols, holidays, and traditions help preserve and communicate South Carolina's history, culture, and identity. Teachers should introduce state symbols, commemorations, and traditions while encouraging students to explore how they represent important people, places, events, and shared experiences. Examples may include the state flag, state seal, palmetto tree, state bird, state flower, and community celebrations. The focus is on understanding how symbols, holidays, and traditions connect people to South Carolina's history and culture.
1.4.4 Describe how technology and innovation have changed life in South Carolina over time. (E, H)	Instruction should emphasize that technology and innovation have changed the way people live, work, travel, communicate, and solve problems throughout South Carolina's history. Teachers should help students compare past and present technologies while exploring how new ideas have improved communities over time. Examples may include transportation, farming equipment, communication, manufacturing, medicine, and household technology. The focus is on understanding how innovation has influenced life in South Carolina.
1.4.5 Explain how communities remember the past while continuing to grow and change. (C, Geo, H)	Instruction should emphasize that communities preserve their history while continuing to grow and change over time. Teachers should help students explore how museums, monuments,

	memorials, historic sites, traditions, and community celebrations preserve South Carolina's history for future generations. Examples may include local museums, historic landmarks, memorials, festivals, and community commemorations. The focus is on understanding how communities preserve history while continuing to evolve.
Standard 1.5 Investigate the world by asking questions and using evidence.	
<i>Indicator</i>	<i>Indicator Insight</i>
1.5.1 Ask questions about South Carolina's people, places, and communities. (Inquiry)	Instruction should emphasize that asking meaningful questions helps students investigate the people, places, history, geography, government, and economy of South Carolina. Teachers should encourage students to develop questions that guide observations, discussions, and investigations while promoting curiosity about their state. Examples may include questions about South Carolina's communities, regions, historical events, leaders, and traditions. The focus is on developing meaningful questions that guide inquiry and learning.
1.5.2 Use maps, photographs, stories, artifacts, and other sources to investigate the past and present. (Geo, H)	Instruction should emphasize that different types of primary and secondary sources provide evidence about South Carolina's past and present. Teachers should provide opportunities for students to gather information from primary and secondary sources by using maps, photographs, stories, artifacts, documents, and other age-appropriate sources while discussing how each source contributes to understanding. Examples may include historical photographs, maps of South Carolina, children's literature, artifacts, and community landmarks. The focus is on gathering information from a variety of sources to answer questions.
1.5.3 Sequence events using timelines and words related to time. (H)	Instruction should emphasize organizing events in chronological order using timelines and words related to time. Teachers should guide students in sequencing historical and contemporary events using terms such as <i>before</i>, <i>after</i>, <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i> while introducing simple timelines as tools for organizing information. Examples may include sequencing events from a historical story, creating a timeline of a community celebration, or organizing important events in South Carolina history. The focus is on organizing information chronologically to better understand change over time.
1.5.4 Create maps, timelines, models, or other visual representations to communicate ideas. (Geo, H)	Instruction should emphasize organizing and communicating information using visual representations. Teachers should provide opportunities for students to create maps, timelines, charts, models, or other age-appropriate representations that organize information about South Carolina's people, places, events, and communities. Examples may include creating a simple map of South Carolina, a timeline of important events, or a model of a community. The focus is on organizing information and communicating ideas using visual representations.
1.5.5 Share conclusions using evidence from multiple sources. (All strands)	Instruction should emphasize communicating conclusions supported by information gathered from multiple sources.

	Teachers should encourage students to explain their thinking using evidence from maps, photographs, stories, artifacts, observations, and classroom investigations while using age-appropriate social studies vocabulary. Examples may include sharing findings during discussions, creating presentations, writing simple responses, or explaining ideas through drawings and models. The focus is on communicating evidence-based conclusions clearly and effectively.
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DRAFT - NOT FOR DISTRIBUTION

2nd Grade

The United States: One Nation, Many Stories

Standard 2.1 Understand how governments, citizens, and leaders work together in the United States.

<i>Indicator</i>	<i>Indicator Insight</i>
2.1.1 Explain why governments establish laws, provide services, and protect citizens. (C, Gov)	Instruction should emphasize that governments exist to serve the people by establishing laws, providing services, and protecting citizens. Teachers should help students connect the role of government to familiar examples such as schools, roads, parks, libraries, emergency services, and public safety. Examples may include police officers, firefighters, public schools, and community services supported by government. The focus is on understanding why governments exist and how they help communities function.
2.1.2 Compare the responsibilities of local, state, and national governments. (Gov)	Instruction should emphasize that local, state, and national governments each have different responsibilities while working together to meet the needs of citizens. Teachers should introduce age-appropriate examples that allow students to compare the services and responsibilities of each level of government without requiring detailed study of governmental structure. Examples may include local parks, state highways, national parks, or the military. The focus is on recognizing that different levels of government serve different purposes while working together to support communities.
2.1.3 Explain how citizens participate in improving their communities and nation. (C, Gov)	Instruction should emphasize that citizens contribute to improving their communities and the nation through responsible participation, cooperation, service, and leadership. Teachers should provide opportunities for students to explore how individual actions can positively affect others and strengthen communities. Examples may include volunteering, conserving resources, helping neighbors, participating in school projects, and demonstrating respect for others. The focus is on recognizing that every citizen has opportunities to contribute to the common good.
2.1.4 Describe how leaders and community organizations work together to solve problems. (C, Gov)	Instruction should emphasize that leaders, governments, and community organizations often work together to identify needs, solve problems, and improve communities. Teachers should introduce examples of organizations and leaders that provide services, respond to emergencies, support families, or improve neighborhoods. Examples may include food banks, libraries, parks departments, nonprofit organizations, first responders, and elected leaders working together to meet community needs. The focus is on understanding how collaboration among leaders and organizations strengthens communities.
2.1.5 Explain how cooperation strengthens communities across the United States. (C, Gov, H)	Instruction should emphasize that cooperation helps people solve problems, meet shared goals, and strengthen communities throughout the United States. Teachers should encourage students to recognize examples of individuals, organizations, businesses, and governments working together to improve the lives of others. Examples may include disaster relief efforts,

	community service projects, care for parks and shared public spaces, and neighborhood improvement initiatives. The focus is on understanding that cooperation is essential to strong communities and responsible citizenship.
2.1.6 Describe how responsibility, respect, courage, service, and patriotism are demonstrated by citizens and historical figures and explain how these virtues strengthen communities. (C)	Instruction should emphasize how responsibility, respect, courage, service, and patriotism are demonstrated through the actions of citizens and historical figures. Teachers should help students examine examples of individuals who contributed to their communities, state, or country and identify the virtues reflected in their decisions and actions. Examples may include community leaders, historical figures, military veterans, public servants, or ordinary citizens who acted for the benefit of others. The focus is on understanding how civic virtues help people work together, serve the common good, and strengthen South Carolina communities and the nation.
Standard 2.2 Explore how geography, regions, and environments shape the United States.	
<i>Indicator</i>	<i>Indicator Insight</i>
2.2.1 Locate major regions, landforms, and bodies of water of the United States using geographic tools. (Geo)	Instruction should emphasize using maps, globes, and other geographic tools to locate and describe the major regions, landforms, and bodies of water of the United States. Teachers should help students recognize that geographic tools organize information about places and support spatial thinking. Examples may include locating the Northeast, Southeast, Midwest, Southwest, and West, as well as major mountain ranges, rivers, lakes, oceans, and deserts. The focus is on developing geographic skills by locating and describing places throughout the United States.
2.2.2 Explain how geography influences where people live, work, and travel. (Geo, E)	Instruction should emphasize how landforms, climate, natural resources, and bodies of water influence where people live, work, and travel throughout the United States. Teachers should encourage students to compare regions and recognize that geography shapes communities, occupations, transportation, and daily life. Examples may include farming on the Great Plains, fishing along the coasts, tourism near national parks, and transportation along major rivers. The focus is on understanding how geography influences the way people live and interact with their environment.
2.2.3 Describe how transportation connects people, places, and communities throughout the United States. (E, Geo, H)	Instruction should emphasize how transportation systems connect communities across the United States and support the movement of people, goods, and ideas. Teachers should help students recognize the importance of highways, railroads, airports, waterways, and ports in linking regions and supporting trade, travel, and communication. Examples may include the Interstate Highway System, railroads, airports, shipping routes, and rivers used for transportation. The focus is on understanding how transportation strengthens connections among people, places, and communities.

2.2.4 Explain how communities make choices about the use and conservation of natural resources and the economic trade-offs involved. (E, Geo)	Instruction should emphasize that natural resources influence the types of jobs, industries, and economic activities found in different regions of the United States. Teachers should help students connect natural resources to agriculture, manufacturing, energy production, forestry, fishing, and tourism while reinforcing the importance of conservation and responsible resource use. Examples may include farming in the Midwest, forestry in the Pacific Northwest, fishing along the coasts, and energy production in different regions. The focus is on understanding how natural resources support communities and economic activity across the nation.
2.2.5 Compare how people adapt to different environments across the United States. (C, Geo, H)	Instruction should emphasize that people adapt to different environments based on climate, landforms, and the natural resources available in the places where they live. Teachers should encourage students to compare how communities meet their needs in different regions of the United States by adapting their homes, clothing, transportation, work, and recreation to their environment. Examples may include homes built for snowy climates, farming in dry regions, coastal communities preparing for hurricanes, or mountain communities adapting to steep terrain. The focus is on understanding how people adapt to different environments while meeting their needs.

Standard 2.3 Examine how people make choices, use resources, and contribute to the nation's economy.

<i>Indicator</i>	<i>Indicator Insight</i>
2.3.1 Explain how scarcity influences the choices people make. (E)	Instruction should emphasize that people cannot have everything they want because resources such as time, money, and materials are limited, making one choice often means giving up another. Teachers should help students recognize that scarcity requires individuals, families, businesses, and governments to make choices about how resources are used. Examples may include choosing how to spend money, deciding how to use limited time, or selecting between different goods and services. The focus is on understanding that scarcity influences everyday economic decisions.
2.3.2 Compare the roles of producers, consumers, buyers, and sellers. (E)	Instruction should emphasize the different roles people play within the economy as producers, consumers, buyers, and sellers. Teachers should help students recognize how these roles work together to provide goods and services and meet the needs and wants of communities. Examples may include farmers producing crops, businesses selling products, families purchasing goods, and consumers using goods and services. The focus is on understanding how people participate in the economy through different roles.
2.3.3 Explain how goods and services move from producers to consumers. (E, Geo)	Instruction should emphasize that goods and services move through a network of production, transportation, and exchange before reaching consumers. Teachers should help students explore how producers, transportation systems, businesses, and consumers depend on one another to meet needs and wants.

	Examples may include food moving from farms to grocery stores, manufactured goods shipped across the country, or services provided through businesses and organizations. The focus is on understanding how goods and services connect people and communities throughout the United States.
2.3.4 Describe how trade and transportation connect communities throughout the United States. (E, Geo, H)	Instruction should emphasize that communities often specialize in producing certain goods and services and trade with other communities to obtain the resources they need. Teachers should help students understand that transportation systems make trade possible by connecting producers, businesses, and consumers across the nation. Examples may include agricultural products shipped between states, manufactured goods transported by trucks or trains, or products arriving through ports before reaching stores. The focus is on understanding how trade and transportation strengthen the nation's economy.
2.3.5 Explain how responsible economic choices benefit individuals and communities. (C, E)	Instruction should emphasize that responsible economic decisions help individuals, families, businesses, and communities use resources wisely to plan for the future. Teachers should encourage students to consider how decisions about spending, saving, sharing, conserving resources, and supporting local communities can positively affect others. Examples may include saving money for future needs, reducing waste, supporting local businesses, or conserving natural resources. The focus is on understanding how responsible economic choices contribute to strong communities and a healthy economy.

Standard 2.4 Explore how people, events, ideas, and traditions have shaped the United States.

<i>Indicator</i>	<i>Indicator Insight</i>
2.4.1 Describe how people from many cultures have contributed to communities in the United States. (C, H)	Instruction should emphasize that people from many cultures, backgrounds, and time periods have contributed to the growth and development of communities throughout the United States. Teachers should introduce age-appropriate examples of individuals and groups whose leadership, innovation, service, and traditions have strengthened the nation. Examples may include Native Americans, Africans and African Americans, Europeans, Asians, Latinos, and other groups whose contributions continue to influence American communities. The focus is on understanding that U.S. history has been shaped by the contributions of many people and cultures.
2.4.2 Explain how national symbols, holidays, and traditions reflect the history and values of the United States. (C, H)	Instruction should emphasize that national symbols, holidays, and traditions help Americans remember important people, events, ideals, and shared experiences. Teachers should help students explore the stories behind these symbols and discuss how they continue to represent the nation's history and values. Examples may include the American flag, the Bald Eagle, the Liberty Bell, Independence Day, Veterans Day, Memorial Day, and the Pledge of Allegiance. The focus is on understanding how symbols, holidays, and traditions preserve the history and values of the United States.

2.4.3 Describe how important people and events have helped shape the United States. (H)	Instruction should emphasize that individuals and significant events have influenced the development of the United States throughout history. Teachers should introduce age-appropriate examples that illustrate leadership, courage, innovation, civic responsibility, and perseverance while helping students understand why these people and events are historically significant. Examples may include the nation's founders, inventors, explorers, civil rights leaders, military leaders, and other individuals whose actions changed communities and the nation. The focus is on understanding how people and events have shaped U.S. history.
2.4.4 Explain how the traditions and cultures of different groups have shaped the United States. (C, H)	Instruction should emphasize that the traditions, customs, beliefs, and experiences of many different cultural groups have contributed to the history and identity of the United States. Teachers should encourage students to explore how communities preserve cultural traditions while also contributing to a shared national identity. Examples may include music, food, celebrations, language, art, storytelling, and community traditions from a variety of cultures. The focus is on understanding that cultural diversity has enriched and strengthened the United States.
2.4.5 Compare how communities in the United States have changed over time while preserving important traditions and values. (C, Geo, H)	Instruction should emphasize that communities continue to change while preserving the people, places, traditions, and stories that connect them to the past. Teachers should help students explore how museums, monuments, memorials, historic sites, archives, and community traditions preserve history and help future generations understand the nation's heritage. Examples may include national parks, museums, memorials, historic landmarks, local celebrations, and community commemorations. The focus is on understanding how communities preserve history while adapting to change over time.

Standard 2.5 Investigate the world by asking questions and using evidence.

<i>Indicator</i>	<i>Indicator Insight</i>
2.5.1 Ask questions about the people, places, and history of the United States. (Inquiry)	Instruction should emphasize that meaningful questions guide investigations about the geography, history, government, economics, and culture of the United States. Teachers should encourage students to ask questions that promote curiosity, guide research, and deepen understanding of how people and events have shaped the nation. Examples may include questions about regions, communities, historical events, leaders, traditions, and national symbols. The focus is on developing purposeful questions that guide inquiry across all social studies disciplines.
2.5.2 Use maps, photographs, artifacts, primary sources, and other evidence to investigate communities and historical events. (Geo, H)	Instruction should emphasize that people learn about the United States by gathering information from a variety of primary and secondary sources. Teachers should provide opportunities for students to examine photographs, maps, artifacts, timelines, graphs, documents, stories, and other age-appropriate sources while comparing the information each source provides. Examples may include historical photographs, maps of the United States,

	simple primary documents, artifacts, children's literature, and informational texts. The focus is on gathering and comparing information from multiple sources to answer questions.
2.5.3 Interpret timelines and other chronological representations to explain change over time. (H)	Instruction should emphasize organizing information in ways that help students recognize patterns, relationships, and change over time. Teachers should guide students in selecting and creating timelines, maps, charts, graphs, or other graphic organizers to represent information gathered during investigations. Examples may include organizing historical events on a timeline, comparing regions on a map, or creating a simple graph to display information collected during a class investigation. The focus is on organizing information to better understand people, places, and events.
2.5.4 Create maps, timelines, graphs, or models to communicate information about people, places, and events. (Geo, H)	Instruction should emphasize communicating understanding by creating visual representations that accurately organize and present information. Teachers should encourage students to apply what they have learned by creating maps, timelines, graphs, models, or other visual products that explain ideas about the United States. Examples may include mapping regions, modeling landforms, constructing historical timelines, or creating graphs that compare information from investigations. The focus is on communicating information clearly through visual representations.
2.5.5 Draw conclusions and communicate ideas using evidence from multiple sources. (All strands)	Instruction should emphasize drawing conclusions by using evidence gathered from multiple sources during an investigation. Teachers should encourage students to explain their thinking by citing information from maps, photographs, documents, artifacts, graphs, timelines, and informational texts while communicating their conclusions through speaking, writing, drawing, or presentations. Examples may include explaining how geography influences communities, describing how people have shaped the United States, or comparing information from different sources. The focus is on drawing evidence-based conclusions and communicating them clearly.