

SC State Standards that Connect with Safety Town Practices, Values and Activities

Resources: [SC State Social Studies Standards](#) and [SC Early Learning Standards](#)

Grade	Key Concept	Standard
Pre-School	Health and Physical Development	2. Teach safety rules and model safe practices (e.g., bus safety, playground safety, staying with the group, safe use of classroom materials, and knowing personal identification information).
		3. Teach, model, and practice appropriate responses to potentially dangerous situations, including fire and violent weather.
		5. Use play to reinforce safety messages and practice responding to dangerous situations. (“Let’s pretend there is a fire on the stove. What should we do?”)
		6. Talk about consequences of unsafe behavior such as injury to self or damage to property
		7. Help preschoolers identify people they can go to when they feel afraid or where to go to feel safe when they need help (family members, caregivers, fire fighters, and other community helpers).
		8. Talk about situations that compromise health and safety (smoking and not using seat belts).
	9. Help children learn to identify danger and poison symbols.	
	Cognitive Development: Social Connections	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l
		Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m
6. Invite community helpers into the classroom.		
Kindergarten	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. South Carolina Social Studies College- and Career-Ready Standards Page 10 Key Concept
		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.
	Civics and 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 of responsible 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.
		K.CG.2 Explain the purpose of rules and laws, and discuss 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.
First Grade	Geography	Standard 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about places in South Carolina and South Carolina's place in the surrounding region. Enduring Understanding: By studying South Carolina's diverse physical geography and the state's location relative to other places in the United States, students begin to develop an understanding that humans interact with the various features of Earth and consequently create different cultural, economic, and historical landscapes.
	Civics and Government	1.CG.3 Demonstrate ways to display active and responsible citizenship in local and state government. This indicator was designed to promote inquiry into how to be an active citizen. The indicator was also developed to encourage inquiry through examples of citizenship within one's school, the community, and at the state level.
Second Grade	Geography	Standard 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States.