



**SC EDUCATION  
OVERSIGHT COMMITTEE**

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**REVISED**

**AGENDA  
Education Oversight Committee**

Monday, December 10, 2018

1:00 PM

Room 433, Blatt Building

I. Welcome and Introductions..... Mr. Neil Robinson

II. Approval of Minutes of October 8, 2018 ..... Mr. Neil Robinson

III. Key Constituency  
Ben Navarro & George Johnson, Meeting Street Academy, Charleston

IV. Subcommittee Reports:  
Academic Standards and Assessments ..... Mr. Neil Robinson  
Action Item: *South Carolina Social Studies College- and Career-Ready Standards*

EIA and Improvement Mechanisms ..... Dr. Bob Couch  
Action Item: Fiscal Year 2019-20 Budget and Proviso Recommendations

V. Update on Evaluation of Algebra Nation ..... Dr. Ed Dickey and Dr. Rainey Knight

VI. Adjournment

Neil C. Robinson, Jr.  
CHAIR

Bob Couch  
VICE CHAIR

Terry Alexander

April Allen

Anne H. Bull

Raye Felder

Barbara B. Hairfield

Greg Hembree

Kevin L. Johnson

Dwight A. Loftis

John W. Matthews, Jr.

Henry McMaster

Molly Spearman

John C. Stockwell

Patti J. Tate

Scott Turner

Ellen Weaver

Melanie D. Barton  
EXECUTIVE DIRECTOR

# **SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**

## **Minutes of the Meeting**

October 8, 2018

Members Present: Neil Robinson, Chair; Dr. Bob Couch, Vice-Chair; Anne Bull; Rep. Raye Felder; Barbara Hairfield; Senator Greg Hembree; Senator Kevin Johnson; Rep. Dwight Loftis; Senator John Matthews; State Superintendent of Education Molly Spearman; Patti Tate; Dr. Scott Turner; and Ellen Weaver.

EOC Staff Present: Dr. Kevin Andrews; Melanie Barton; Hope Johnson-Jones; Dr. Rainey Knight; Bunnie Ward; and Dana Yow.

Mr. Robinson welcomed members and guests to the meeting. For purposes of those attending and watching the meeting through SC ETV, he noted that subcommittees did not meet in September due to Hurricane Florence. State offices were closed. Therefore, the EOC meeting today will have several new items. He encouraged members to ask questions.

The minutes of the August 6 and 7, 2018 meetings were approved as distributed.

Mr. Robinson noted that there was one action item on the agenda. This item is a staff recommendation since the Academic Standards and Assessment Subcommittee could not meet in September. While the 2017-18 district and school report cards will not be issued until November 15, the EOC is already considering proposals to improve upon our state's accountability system. The action item is a request from the Aiken County School District to amend for the accountability system for 2018-19 regarding the definition of "college ready" to include students who participate in the Cambridge Assessment International Education program and earn passing grades on Cambridge Internal exams. Mr. Robinson then called upon Mrs. Barton to explain the request.

Mrs. Barton explained that currently, any student who earns a score of 3 or higher on any Advanced Placement (AP) exam or a score of 4 or higher on any Higher Learning International Baccalaureate (IB) exam is deemed "college ready." In May of 2017 Aiken High School became the first Cambridge Assessment International Education certified school in South Carolina. Students are eligible to earn the Cambridge Advanced International Certificate of Education (AICE) Diploma, an international curriculum and examination system. The Aiken County School District has requested that the definition of "college ready" be amended beginning with school year 2018-19 to include as "college ready" students who participate in the Cambridge program and earn passing grades on Cambridge International exams.

The Cambridge program was developed by the University of Cambridge in the United Kingdom. Currently, there are schools in 160 countries that provide the curriculum. In the United States, the Cambridge schools operate in the states of Florida, Arizona, Delaware, North Carolina, Tennessee, Louisiana, Washington, New York and now South Carolina.

The staff recommends that for purposes of accountability in school year 2018-19, a student would be deemed “college ready” if the student earns a grade of C or higher in any Advanced (A) Level Cambridge International Exam **or** if the student earns a grade of C or higher in an Advanced Subsidiary (AS) Level Cambridge International Exam in: Biology, Chemistry, Computer Science, Economics, English Literature, Environmental Science/Management, History, Psychology, Sociology, foreign language (Chinese, French, German, Japanese or Spanish) or foreign literature (French or Spanish). Furthermore, because few postsecondary institutions in our state have formal policies awarding credit for Cambridge International Exams, the staff recommends that the state monitor the postsecondary success of students who have earned an A or AS Level Cambridge International exam to determine what changes, if any, should be made in the accountability system in the future.

In addition, because few postsecondary institutions have formal policies awarding credit for Cambridge International Exams, the EOC staff would also recommend that, in collaboration with the South Carolina Commission on Higher Education and the South Carolina Technical College System, the success of students at the postsecondary level be monitored to determine what grades earned on an A or AS Level Cambridge International exam should denote “college ready.”

Rep. Felder and Dr. Turner asked clarifying questions about the program. Superintendent Spearman voiced the Department’s support for the amendment. Superintendent Spearman noted that she had testified before the Senate Education Committee in Washington at the request of Senator Alexander about the importance of having multiple measures to evaluate schools. Sen. Hembree made the motion to approve the staff recommendation. Mrs. Hairfield second the motion. There being no further discussion, the committee voted unanimously in favor of the motion.

Mr. Robinson then noted that the next items on the agenda are a series of reports and information that provide timely information for the committee. Many of these reports dealt with the current accountability system and changes for the future.

Mr. Robinson then called upon Dr. Knight who facilitated a working group of educators, South Carolina Department of Education staff, higher education officials, business leaders, South Carolina Arts Commission, and parents to review the existing accountability system and recommend changes for the future. The group also looked at the recommendations that Superintendent Spearman made last fall to the EOC for school years 2018-19 and beyond. Dr. Knight provided an overview of the findings and recommendations of the accountability working group.

EOC members discussed the subgroup performance of students on SC READY. A document was shared with the committee showing the achievement gap in mathematics for grades 3 through 5 on SC READY for years 2017 and 2018. Sen. Matthews asked if schools could be identified that were closing the achievement gap. Ms. Barton stated that the EOC in collaboration with the South Carolina Department of Education, has initiated a project with REL out of Florida to identify schools who were “beating the odds” by showing gains in achievement for historically underperforming students. The project will identify schools that have shown exceptional gains over the past two or three years with historically underperforming students. Teams of educators will visit the schools to conduct interviews and focus groups. The goal is to identify what activities these schools are doing that contribute to the gains. The results will be shared with other schools.

Sen. Hembree asked a question as to whether the growth portion of the new accountability model was a measure of the subgroup performance given the growth rating was measuring the bottom twenty percent of students. He also questioned whether closing the achievement gap could mean lowering the achievement of students who performed at a higher level. Ms. Barton stated that parameters could be set so that closing the achievement gap could be defined as all students making progress.

Also, in reference to the achievement gap, Dr. Turner asked if the test items for SC READY had undergone a check for cultural bias. Ms. Barton stated that the EOC, through an outside vendor, HumRRO, had performed a cultural bias check. In addition, the SCDE conducts such a review on all test items.

Mr. Robinson then called upon Ms. Yow to discuss the Reading Symposium which was held as part of the EOC’s annual retreat on August 7. Ms. Yow directed members to a brief in their packet which summarized the Reading Symposium. Ninety-seven individuals attended the symposium representing local school board members, policymakers, school district leaders, school leaders, and teacher preparation programs from around the state.

The first objective of the day was to examine what the research shows about effective policies and strategies to improve the teaching and learning of language, reading and literacy. Four national experts went through their own research and also looked at SC’s results over time: Dr. Lorin Anderson, Dr. Timothy Shanahan, Dr. Stacy Leftwich, and Dr. Marilyn Adams. The pdf of the brief posted online has direct links to each of the presentations. Each of the presenters brought forward their knowledge and expertise on teaching young children to be readers and writers. They encouraged educators to challenge young scholars, stop the widespread practice of assigning below grade-level texts to below grade-level readers, and include a purposeful, immersion of phonics in the early grades especially with children who are vulnerable. They also encouraged motivating children by providing them with high-quality reading material that challenges them.

The second objective of the day was for each group – teachers and school leaders, district leaders, higher education, and policymakers to determine what they could do to improve language, literacy, and reading in SC. Each group held thoughtful discussions

after what had been laid out in the morning by the speakers. Each group came up with recommendations and needs for their group and common themes also emerged:

1. Reading/literacy cannot be taught or consumed isolated from other content areas. It should be infused across the grades and content areas.
2. There is a need for high quality professional learning grounded in best practice for in-service teachers in the instruction of reading.
3. There is a need to prepare teachers in pre-service programs for classroom experiences and individual student needs by adopting a systemic approach to the teaching of reading, which can be called literacy triage at the school level. This practice is aided by formative testing and observation.
4. There is a need to connect the way we teach and the materials we use to the experiences of students.

The Reading brief was sent to all attendees of the symposium and is also posted on the EOC's website.

Mr. Robinson stated the big question was what to do with the information to move it forward, asking for SCDE feedback. Superintendent Spearman discussed plans to bring suggestions for revising Read to Succeed to the legislature this session. She stated that the mode of professional development delivered to low-performing schools needs to change; lower performing schools need basic, prescriptive professional learning. This has already been implemented in the school districts the SCDE has taken over. Dr. David Mathis echoed the remarks of Supt. Spearman, stating that they would make recommendations to strengthening the teaching of reading in schools. He said we need to stick to the basics. He also stated that the "silver bullet" is the teacher in the front of the classroom. The Superintendent stated that we have to focus efforts on recruiting teachers, relying heavily on international teachers serving poor, rural districts. The SCDE is working on a plan to do this. Dr. Turner reminded members of the considerable pressures that are being put upon classroom teachers.

Sen. Matthews asked if schools using phonics were seeing a difference in kids' reading performance. Dr. Mathis said that when he was a principal, he implemented a phonics program that worked quite well. Ms. Yow mentioned a summer reading camp that also used phonics with success. Mr. Loftis asked about the pre-service training that happens with teachers, since it does not emphasize phonics. Supt. Spearman said that they would take a look at the pre-service programs since the focus of the SCDE is for in-service teachers.

Mr. Robinson then noted that the 2018 district and school report cards will be released on November 15. To prepare the public for the release of the report cards, the staff is planning a strategic communication plan to engage the public in understanding the report cards. Mrs. Barton and Mrs. Yow then provided information to the members. Mrs. Barton discussed the statewide data that the EOC provided to the public and to the press this fall during the release of the 2017-18 state assessments used for accountability. Mrs. Barton noted that several districts have contacted the EOC staff for comparable information

related to the percentage of students on track for college and career readiness for their districts.

Mrs. Yow took members through a new publication the EOC has produced designed to help non-educators with navigating the school Report Cards. She also went through the updated communications plan that outlined the scheduled activities associated with the release of the Report Cards. Rep. Felder asked if the Report Card Guide had been produced in Spanish. Ms. Barton and Ms. Yow stated that, although the document was not yet translated and could not be printed in Spanish, the EOC staff would get costs for translation and would post a Spanish version accessible online.

Mr. Robinson then called upon Mrs. Ward to showcase the findings of the evaluation of the 2016-17 Community Block Grants for Education Pilot Program grantees. While an independent committee reviews all applications to the program and awards the funds, the EOC contracts with evaluators from Clemson University and the University of South Carolina to determine how the grant funds were expended and the impact on improving early education in the grantee districts.

Mrs. Ward introduced Dr. Sandra Linder, Professor and Early Childhood Expert in mathematical thinking from Clemson University, who attended the meeting. Dr. Linder as well as Dr. Leigh D'Amico from the University of South Carolina compiled the evaluation. Mrs. Ward summarized the highlights of the evaluation noting that:

- (1) Eight awards were made that impacted: 14 school districts, 60 schools, 246 classrooms, and almost 4,000 students. The pilot programs provided 352 professional development activities with over 750 participants.
- (2) Five projects implemented national models.
- (3) The use of partnerships has yielded positive results across grantees. Grantees are being encouraged to act in a mentor role for other districts looking to implement similar models. Grantees were encouraged to develop specific plans for scaling within their own community and collaborating across the state.

Mrs. Ward noted the following promising practices in the grantees:

- Family Engagement as exemplified in the Cherokee County School District with community-wide implementation of LENA, a pedometer that measures the number of words spoken by parents to their young child.
- Emphasis on the social and emotional development of young children as illustrated by the use of TPOT in Lexington 4 and the Pee Dee Consortium.
- Expansion across districts. For example, the Pee Dee Consortium was not always a consortium! Starting with Florence 1 mentoring Florence 2, the consortium evolved into a consortium of nine districts and the Pee Dee Head Start program. In 2016-17 this consortium served 234 teachers and 1,500 four-year-olds.

- Expansion of the 4K program. The Lancaster County School District extended the 4K school year by 35 days during the summer prior to the implementation of CERDEP expansion during 2017-18 school year.
- Better data on young children was the theme in Spartanburg County. The grant helped fund the Early Development Instrument and its implementation countywide in Spartanburg County. This effort was spearheaded by an existing Spartanburg Consortia including the Spartanburg Academic Movement (SAM), local First Steps and Spartanburg County School District 7 in 2015-16. Using a 103-item teacher administered tool, more than one quarter, 29%, of kindergarteners were identified as “vulnerable.”

EOC members asked that the information be shared statewide so that districts can learn from the examples of others.

Mr. Robinson then announced that in December the EOC must elect a chairman and vice chairman. Because state law requires that the chairman be a business appointee and that the chair can serve a maximum of two consecutive terms, the EOC will have to appoint a new chairman. Dr. Couch, however, can serve another year as vice chair. Mr. Robinson also noted that, due to elections this fall, there will be new business and educator appointments to the EOC. Mr. Robinson then appointed a nominating committee composed of Senator Kevin Johnson, Rep. Dwight Loftis and Barbara Hairfield with Mrs. Hairfield, an educator appointee to the EOC, serving as chair of the nominating committee.

Superintendent Spearman introduced the newest member of her staff, Angel Malone who is the new director of Career and Technical Education.

There being no further business, the meeting adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittees: Academic Standards and Assessments

Date: December 10, 2018

ACTION ITEM

PURPOSE/AUTHORITY

Sections 59-18-320, 59-18-325, 59-18-350 and 59-18-360 of the Education Accountability Act require the EOC to approval all standards and assessments used for accountability. In addition, all standards must be reviewed cyclically and at a minimum, every seven years.

CRITICAL FACTS

The South Carolina Department of Education (SCDE) has completed revisions to the *2011 South Carolina Social Studies Academic Standards*. Attached are: (1) the cyclical review report conducted and approved by the EOC with findings and recommendations for amending the standards; (2) the actual revisions to the *South Carolina Social Studies College- and Career-Ready Standards* as adopted on first reading by the State Board of Education on November 13, 2018; (3) an analysis by EOC staff, Dr. Rainey Knight, concerning the proposed new standards; and (4) the recommendations of the subcommittee.

TIMELINE/REVIEW PROCESS (See attached for more detailed timeline)

August – December 12, 2016	EOC completes cyclical review of standards. Findings and recommendations are attached.
June 13, 2017	Writing panels assembled by SCDE
December 2017 – February 2018	SCDE posts draft standards and conducts public comment period.
November 13, 2018	State Board of Education gives first reading to revised standards.
November 26, 2018	Academic Standards and Assessments Subcommittee met and reviewed the standards and Dr. Knight’s report

ECONOMIC IMPACT FOR EOC

None

Fund/Source:

For approval

ACTION REQUEST

For information

ACTION TAKEN

Approved

Amended

Not Approved

Action deferred (explain)

2016

# SC Social Studies Academic Standards

## Cyclical Review Report



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## **INTRODUCTION**

The South Carolina Education Accountability Act of 1998 establishes an accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong foundation in the four primary academic disciplines and a strong belief in lifelong learning. Academic standards are used to focus schools and districts toward higher performance by aligning the state assessments to those standards. The implementation of quality standards in classrooms across South Carolina is dependent upon systematic review of adopted standards, focused teacher development, strong instructional practices, and a high level of student engagement. Pursuant to Section 59-18-350(A) of the Education Accountability Act, the Education Oversight Committee (EOC) and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

In September of 2016, the EOC completed the cyclical review of the South Carolina Social Studies Academic Standards. A timeline for the process is provided in Appendix A. This document presents recommendations for modifications to the 2011 South Carolina Social Studies Academic Standards from the EOC. These recommendations were compiled under the advisement of two review panels: a national review panel of social studies educators who have worked with national or other state organizations and a state review panel made up of South Carolina teachers, parents, business and community leaders and faculty from higher education drawn from various geographic areas in South Carolina.

It is important to note that the adopted 2011 South Carolina Social Studies Academic Standards represent the work of many educators, and that this review of the standards was undertaken to identify ways in which their work could be strengthened and supported. The EOC expresses its appreciation to those educators and commends their utilization of national source documents and their belief in the achievement of all students. The EOC intends to ensure that all students are knowledgeable and capable.

## **I: CYCLICAL REVIEW PROCESS**

### **A. REVIEW PANEL MEMBERSHIP**

This cyclical review of the 2011 South Carolina Social Studies Academic Standards was conducted beginning August 2016 through October 2016. Comments and recommendations included in this document are based in part on South Carolina law related to social studies instruction, *College, Career and Civic Life C3 Framework* for social studies standards (NCSS, 2013), national standards for history, geography, civics and government and economics, *The State of State U.S. History Standards* (Stern & Stern, 2011), financial literacy standards for South Carolina, the *Profile of the South Carolina Graduate*, and social studies standards from various states. In addition, the national and state committee members used their classroom experiences, their knowledge of students' developmental stages, and their understanding of expectations for student learning in the area of social studies.

#### **National Review Panel**

The national review panel members consisted of recognized leaders in social studies education who have participated in the development/writing of national and state social studies standards. As national leaders on social studies standards, all have reviewed state social studies standards. Members of the team received the materials for the review in August 2016 and communications concerning the process of the review were held in August via telephone conference. After an eight-week independent review period, the members of the panel submitted his/her set of findings listed later in this document. Members of the National Review Panel included:

- Dr. Jerry Mitchell, Director of Center of Excellence for Geographic Education, Research Associate Professor, University of South Carolina
- Dr. Mindy Spearman, Associate Professor, Clemson University
- Dr. Mark Stout, Secondary Social Studies Coordinator, Howard County School District, Maryland
- Dr. Kathy Swann, Director ProTeach, Professor of Social Studies, University of Kentucky
- Dr. Larry Watson, Associate Professor, South Carolina State University

#### **State Review Panel**

Legislators, EOC members, superintendents and instructional leaders in districts were invited to recommend members of their respective communities to serve as members of the Social Studies State Review Panel representing teachers, parents, business and community leaders and higher education. The State Review Panel consisted of sixty-five individuals who spent two days in September reviewing the standards and making recommendations for improvement. The review panel reached consensus on insights and specific recommendations about the 2011 South Carolina Social Studies Academic Standards. Members of the State Cyclical Review Panel included:

Mary Adams, Teacher, Clover  
Brenda Baratto, Community Leader, Aiken  
Millicent Brown, Community Leader, Charleston  
Cindy Brunson, Parent, Summerton  
Edward Bui, Teacher, Lexington  
Mike Burgess, Teacher, Lexington  
Susan Candee, Parent, Greer  
Liz Carey, Teacher, Anderson  
Susan Cauthen, Teacher, Lancaster  
Matthew Cheek, Teacher, Lake City  
Bethany Comstock, Teacher, Anderson  
Rona Cue, Teacher, Bennettsville  
Teresa Dale, Teacher, Charleston  
William "Bill" Dieckmann, Community Leader, Columbia  
Edgar Dyer, Higher Education, Myrtle Beach  
Octavia Edwards, Parent, Monks Corner  
Ray Farley, Business Leader, Liberty  
Lindsay Finch, Teacher, Charleston  
Ashley Fox, Teacher, Greenville  
Nathan Gaillion, Teacher, Taylors  
Tillman Gives, Community Leader, Batesburg  
Shirley Gooden, Teacher, Orangeburg  
Laura Goodwin, Teacher, Camden  
Catherine Gramling, Parent, Gramling  
Jeffery Hall, Teacher, Orangeburg  
Melissa Hammond, Teacher, Lake City  
Tamara Hannibal, Parent, Hopkins  
Deirdre Hicks, Teacher, Sumter  
John Hill, Parent, Chesterfield  
Paul Hudacko, Teacher, Myrtle Beach  
Cornelius Huff, Community Leader, Inman  
Nikita Jackson, Parent, Rock Hill  
Terry James, Community Leader, Florence  
Paketrice Jones, Teacher, West Columbia  
Hayley Kennedy, Teacher, Inman  
James Lane, Community Leader, Sumter  
Melissa Latham, Teacher, Greenwood  
Gerilyn Leland, Teacher, McClellanville  
Dawn Lisk, Teacher, Fort Mill  
Maria "Nikki" Lott, Teacher, Ladson  
Kristy Mauro, Teacher, Myrtle Beach  
Jeffery Mezzatesta, Teacher, Hemingway  
Yvonne Mitchell, Teacher, Orangeburg  
Kelly Morse, Teacher, Prosperity

Patricia Moultrie-Goldsmith, Parent, Orangeburg  
Michael Nelson, Higher Education, Clinton  
Kristie Nicoloff, Community Leader, Travelers Rest  
Daniel Parent, Teacher, Aiken  
Donna Parker, Teacher, Myrtle Beach  
Rachelle Propp Shirley, Parent, Anderson  
Gisela Rentas, Parent, Charleston  
Tom Richey, Community Leader, Clemson  
Wardie Sanders, Teacher, Hartsville  
Helen Taylor, Parent, Columbia  
Susan Thomas, Teacher, Columbia  
Monica Tomberlin, Community Leader, Pageland  
Amanda Twitty, Parent, Barnwell  
Lee Valentine, Teacher, Anderson  
Charles Vaughan, Teacher, Columbia  
Garrett Walker, Teacher, North Charleston  
Rebekah Watson, Teacher, Lancaster  
April Wells, Teacher, Columbia  
Reginald Williams, Higher Education, Orangeburg  
Shauna Williams, Parent, Florence  
Bill Wilson, Teacher, Clemson

Additional individuals were invited to participate as observers and to offer their expertise as needed.

Jeffrey Eargle, South Carolina Department of Education  
Barbara Hairfield, EOC Member  
Elizabeth King, South Carolina Department of Education  
Leslie Carter Parks, SC Council for the Social Studies  
Anne Pressley, South Carolina Department of Education  
Chanda Robinson, Richland School District 1, SC African American Heritage Commission  
Amanda Stiglbauer, SC Economics

## **B. CRITERIA DESCRIPTIONS TO REVIEW STANDARDS**

The South Carolina Social Studies Academic Standards Review Process conducted by the two review teams emphasized the application of the criteria addressing comprehensiveness/balance, rigor, and organization/communication. The review criteria have been used for the prior social studies standards review as well as for the English/language arts and mathematics review in 2014. South Carolina Department of Education representatives, district and university curriculum leaders, and EOC staff collaborated to identify the standards review criteria. Decisions on the criteria to be used were based on a comprehensive review of professional literature and the goals for the standards review as specified in the Education Accountability Act of 1998.

#### **CRITERION ONE: COMPREHENSIVENESS/BALANCE**

The criterion category for Comprehensiveness/Balance is concerned with how helpful the South Carolina Academic Standards document is to educators in designing a coherent curriculum. The criterion is directed at finding evidence that the standards document clearly communicates what constitutes social studies content, that is, what all students should know and be able to do in social studies by the time they graduate. The criterion includes consideration of the following areas:

- The standards address essential content and skills of social studies;
- The standards are aligned across grades as appropriate for content and skills;
- The standards have an appropriate balance of the content and skills needed for mastery of each area;
- The standards reflect diversity (especially for ethnicity and gender) as appropriate for the subject area; and
- The number and scope of the standards for each grade level should be realistic for teaching, learning, and student mastery within the academic year.

#### **CRITERION TWO: RIGOR**

This criterion calls for standards that require students to use thinking and problem-solving skills that go beyond knowledge and comprehension. Standards meeting this criterion require students to perform at both national and international benchmark levels

- Standards should focus on cognitive content and skills (not affect);
- Standards should be developmentally appropriate for the grade level;
- Standards should include a sufficient number of standards that require application of learning (application, analysis, synthesis, and evaluation);
- Standards should be informed by the content and skills in national and international standards; and,
- Standards should be written at a level of specificity that would best inform instruction for each grade level.

#### **CRITERION THREE: ORGANIZATION/COMMUNICATION**

The Organization/Communication criterion category stipulates that the expectations for students are to be clearly written and organized in a manner understandable to all audiences and by teachers, curriculum developers, and assessment writers. Organization includes the following components:

- The content and skills in the standards should be organized in a way that is easy for teachers to understand and follow;
- The format and wording should be consistent across grades;
- The expectations for student learning should be clearly and precisely stated for each grade;
- The standards should use the appropriate terminology of the field but be as

- jargon free as possible; and
- The content and skills presented in the standards should be assessable (are observable and demonstrable).

**C. THE 2011 SOCIAL STUDIES ACADEMIC STANDARDS DOCUMENT**

The 2011 South Carolina Social Studies Academic Standards are organized by descriptive themes that focus on the grade level/course around a topic of study. The standards provide a basis for the development of local curricular and statewide assessment. Consensually developed academic standards describe for each grade level/high school course the specific areas for student learning that are considered the most important for proficiency in a discipline. The social studies standards focus on four core disciplines of civics, economics, geography and history. There is heavy emphasis on South Carolina and United States History.

Grades kindergarten through three are similar to other state approaches where there is an introduction to social studies through a disciplinary content focus of civics and history.

Grades four and five focus on United States History. Grades six and seven focus on world cultures and grade eight focuses on the history of South Carolina.

High school social studies standards are arranged by courses. Students are required to enroll and successfully complete three courses for graduation: United States History and Constitution, United States Government, and Economics. See Table 1 for the listing of descriptive themes.

**Table 1. Descriptive Themes for the 2011 South Carolina Grade Level Standards**

<b>Grades K-Three</b>	
Kindergarten	Foundations of Social Studies: Children as Citizens
Grade One	Foundations of Social Studies: Families
Grade Two	Foundations of Social Studies: Communities
Grade Three	South Carolina Studies
<b>Grades Four and Five</b>	
Grade 4	United States Studies to 1865
Grade 5	United States Studies 1865 to the Present
<b>Grades Six-Eight</b>	
Grade Six	Early Cultures to 1600
Grade Seven	Contemporary Cultures: 1600 to the Present
Grade Eight	South Carolina: One of the United States

<b>High School Course Standards for Social Studies</b>	
Elective	World Geography
Elective	World History from 1300: The Making of the Modern World
Required	United States History and Constitution
Required	Economics
Required	United States Government

An overview describing specific subject matter and themes is provided on a cover page for each grade level or high school course. The grade level standards are further broken down into:

- Academic standards that serve as the central learning expectations for student learning.
- Enduring understandings that frame the goal of the academic standard.
- Indicators that further breakdown the academic standard into specific knowledge and skills.
- Literacy skills for the twenty-first century are listed for each grade level and are intended to be embedded into the teaching and learning process. These are the tools, strategies and perspectives that are necessary for the students' understanding of the social studies content taught at a particular grade level.

The enduring statements and literacy skills were an addition to the 2011 South Carolina Social Studies Academic standards. In addition, World Geography and World History were added as elective courses in place of Global Studies courses.

Table 2 shows by grade level the themes, number of standards, enduring understandings and indicators. The literacy skills are not specific to a grade level and the number of literacy skills are shown in grade bands.

**Table 2. Numeric Summary of the grade level academic standards, enduring understandings, indicators and literacy skills by grade level**

		<b>Academic Standards</b>	<b>Enduring Understanding</b>	<b>Indicators</b>	<b>Literacy Skills</b>
<b>Grades Kindergarten-Three</b>					
Kindergarten	Foundations of Social Studies: Children as Citizens	4	4	11	23
Grade One	Foundations of Social Studies: Families	4	4	11	
Grade Two	Foundations of Social Studies: Communities	4	4	18	
Grade Three	S. Carolina Studies	5	5	25	

		Academic Standards	Enduring Understanding	Indicators	Literacy Skills
<b>Grades Four and Five</b>					
Grade Four	United States Studies to 1865	6	6	27	23
Grade Five	United States Studies 1865 to the Present	6	6	31	
<b>Grades Six-Eight</b>					
Grade Six	Early Cultures to 1600	6	6	29	23
Grade Seven	Contemporary Cultures: 1600 to the Present	6	6	24	
Grade Eight	South Carolina: One of the United States	7	7	39	
<b>High School Course Standards for Social Studies</b>					
Elective	World Geography	8	8	44	23
Elective	World History from 1300: The Making of the Modern World	8	8	45	
Required	United States History and Constitution	8	8	43	
Required	Economics	5	5	25	
Required	United States Government	4	4	21	

## II: ISSUE WITH THE STANDARDS PRIOR TO THE REVIEW

Several general issues with the 2011 South Carolina Social Studies Academic Standards were acknowledged. Both the national and state level panels expressed concerns with the number and broad nature of the standards. Related to this issue was a specific concern that too much was expected from the United States History and the Constitution course. Educators stated that there was only time for light coverage of the content and not the depth needed to be prepared for the end of course test.

There also was concern from both the state and national panels that while World Geography was an elective course in high school, students could go through their K-12 education and not

have a course in geography. The panels felt the ever-increasing importance of geography and worldwide perspectives should play a prominent part in the new social studies standards.

The state and national panels also expressed concerns on the teaching of social studies. While the 2011 social studies standards included the addition of Literacy Skills of the 21st century, teachers on the state panel stated that, in general, teachers were not using the skill sets in the teaching of social studies. The literacy skills were seen as optional. The panels believed a more direct approach to using inquiry as a means to teach social studies should be included in the new standards.

### **III: FINDINGS**

The discussion below summarizes the consensus findings of the national and state panels with examples for each criterion.

#### **A. COMMENDATIONS**

1. The standards provide clear content and skills learning objectives from the early grades through high school. The student outcomes are straightforward.
2. The standards are informed by content and skills in national standards, especially in history.
3. The World Geography course is well designed.
4. Standards reflect many of the ideas encouraged by national professional groups.
5. Several grade levels/courses lend themselves to interdisciplinary studies, especially in science.
6. The theme of science/technology/society is interwoven throughout the standards.
7. The United States History and Constitution standards are well written and cover the appropriate content.
8. The format of the social studies standards is consistent across grade levels.
9. The standards are easy to follow and user friendly for teachers.
10. The standards are history-driven and basically chronological in nature.

#### **B. CONCERNS COMMON TO ALL REVIEW PANELS**

1. The number of standards/indicators is more content than can be taught at some grade levels, especially if an inquiry approach to learning is implemented. Adding or changing a word, allowing for a combining of standards, may eliminate similarity in standards across grade levels. Specifically, consider: a. deleting redundancy in grades K-2, b. eliminating duplication in grades 3,4,5,8 and 11, c. consolidating standards in grade 3 and 8, and d. eliminating the redundancy in Government.
2. Geography content is missing from the standards across all grade levels and needs to be emphasized. The Profile of the Graduate sets expectations for students to graduate with "World Class Knowledge, World Class Skills and Global Perspective". This is important given the ever-increasing usefulness of geography in promoting civic

engagement of young people in the United States; however, there is no requirement for a geography course in high school.

3. Similar to the concern expressed above, civics, economics and geography perspectives should be included in the standards, especially in grades three through eight which is heavily history-centric.
4. Although some standards are written with reasonable specificity, other standards are overly specific and/or lengthy.
5. The standards need to be edited for content accuracy.
6. Standards in grades K-2 need to be reviewed for developmental appropriateness by early childhood experts, especially with respect to the standards connected to spatial relationships and time.
7. There is a lack of diversity in gender and ethnicity with the individuals listed in the standards.
8. Create a skills/inquiry strand for each grade level/course in place of the current literacy skills as outlined in the social studies document. As a reference, review the C3 Framework's inquiry and disciplinary literacies on which to build a progression of skills for the new social studies standards.

Another approach would be to review the current South Carolina Academic Science Standards as a model for the inclusion of a skills/inquiry continuum.

9. The South Carolina history standards in grade three and eight should be revisited. The standards emphasize only South Carolina's importance and need to include South Carolina's presence and impact on the United States and the world.
10. The standards should emphasize higher order thinking skills that require greater cognitive complexity and effort. Most of the skills in the current standards fall at the lower levels of Bloom's revised Taxonomy. Tasks that ask students to compare and contrast, consider cause and effect, analyze perspectives, and interpret sources should be included. More emphasis needs to be placed on finding information, interpreting it, and using it to make decisions rather than mainly "memory work".
11. The rigor could be improved by benchmarking the standards against national standards using the report, *Benchmarking for Success: Ensuring U.S. Students Receiving a World-class Education* (Achieve, 2008) for guidance.
12. Map skills are not specifically identified as a skills set in the standards document. These skills should be on a vertical progression and taught at each grade level as appropriate to include but not limited to geospatial information, constructing and reading maps and globes, and geographic models.
13. Rather than name individuals of a specific time period consider listing them as examples.

14. Incorporate perspectives, of how groups and individuals, during the same time differed in their perspectives on the same issue throughout the standards.
15. Standards should have a more global perspective. Students should have greater exposure to global events, past and present.

### **C. ADDITIONAL FINDINGS OF THE NATIONAL REVIEW TEAM**

1. Consider adding another column in the standards document with suggested content, which would provide more clarity, direction and diversity to the indicators and better define for teachers what is expected to be taught.
2. Consider framing United States History and Constitution and world history standards within a time period to assist teachers with a contextual lens upon which to develop lessons and teaching practices. The AP World History and AP United States History frameworks may be helpful.
3. Ensure students have the historical context and background knowledge in content prior to beginning instruction on a standard; this could be included in the supporting document.
4. The standards are coherent around United States history but are redundant and minimize a global perspective.
5. The standards display literacy skills for each standards but it is unclear how the content and skills interact to build rigorous social studies approach. Moving forward, the new standards should strike a balance and guide teachers about the necessary interaction between content and skills.
6. The 2011 South Carolina Social Studies Academic Standards make no mention of civic engagement/action. The focus on is content acquisition, not citizenship. Consider the C3 document for ways to new standards more "actionable".
7. A unifying statement should be drafted that would provide an explicit purpose to the social studies standards and define the college, career and civics readiness.

### **D. ADDITIONAL FINDINGS OF THE STATE CYCLICAL REVIEW PANEL**

For a more detailed outline of comments from the State Cyclical Review Panel, see appendix B.

1. The standards should show greater diversity with the inclusion of women, African Americans, and Hispanics and to include the challenges and changes over time.
2. Connections should be made, as appropriate, to current day. Social Studies changes rapidly. Standards that automatically update or promote the updating for present conditions should be used.

3. Verbs should be used that are action-based, especially for the younger grades.
4. Where "family" is included in standards, ensure that blended families and other non-traditional families are included.
5. Latin American history is scant in the standards and should have a greater emphasis.
6. Real life economic skills need to be taught earlier than high school. Too many students graduate without being prepared for daily real life economics.
7. Some concepts may be more difficult, particularly for some students with disabilities for whom time is problematic, such as past, present and future.

#### **E. SUGGESTIONS FOR CHANGES TO GRADE LEVEL/COURSE SEQUENCES AND STANDARDS ORGANIZATION**

Please note some of the suggestions listed below may be overlapping or contradictory, however, all sequencing and organizational suggestions provided by the national and state review panels are provided for consideration.

1. Replace current grade seven which focuses on "World History, 1600" to present with "Contemporary World Geography".

Sequencing might look like:

- a. Contemporary World Geography
  - b. 8<sup>th</sup> grade South Carolina History/World History
  - c. 9<sup>th</sup> grade United States History and Constitution
  - d. 10<sup>th</sup> grade World Cultures
  - e. 11<sup>th</sup> grade World History and/or World Geography
2. Consider replacing 8<sup>th</sup> grade South Carolina History with South Carolina History and United States History with more of a United States History focus with South Carolina history embedded. Specifically, United States History and Constitution standards 1, 2 and 3 could be addressed in this course.
  3. Consider a survey course in United States History in grade seven and still maintain United States History and Constitution in grade eleven which would allow for more inquiry-based instruction in grade eleven. World History could be taught in grade six and ten.
  4. Consider a vertical strand of the nature and types of government from kindergarten to grade five.
  5. Consider the period of the Renaissance be moved to grade seven. Sixth grade ancient cultures would end at the middle ages.

6. Consider the addition of a grade eight "Contemporary World Geography" course instead of South Carolina History. South Carolina History is taught at grade three.
7. Eliminate Economics (0.5 credit) as a required high courses for graduation. Instead list it as an elective. A variety of options exist to coordinate other courses that could be paired with United States Government (0.5 credit).
8. Consider using the National Council for the Social Studies (NCSS, 2010) themes as a basis for reorganizing the social studies standards. Themes such as time, continuity and change, culture, people and global connections might be helpful in in reframing the standards.
9. Consider the organization structure of inquiry of the C3 Framework using questioning as a foundation for reorganizing the new standards. The use of compelling and supporting questions would encourage an inquiry approach to the study of social studies and facilitate the rigor in instruction.

## **F. CRITERIA-BASED FINDINGS AND RECOMMENDATIONS**

Listed below are the specific findings based on the criteria presented earlier in this report. Findings were reached by the National Review Panel and the State Cyclical Review Panel.

### **Criterion One: Comprehensiveness/Balance Findings/Recommendations**

1. The standards should be widened so as to focus beyond United States history, citizenship and economic system.
2. There is a lack of balance across the social studies disciplines. Geography, economics, and civics need to be integrated across all grade levels.
3. Address the redundancy in the content across grade levels in an effort to reduce the number of standards.
4. The standards lack sufficient diversity, especially in regard to gender and ethnicity.
5. The standards should be written for so that teachers can update events and people between standards review periods.

### **Criterion Two: Rigor Findings/Recommendations:**

1. Improve the rigor by benchmarking social studies standards with national and international standards.
2. The rigor can be improved by increasing the cognitive complexity of the standards and indicators.
3. Create a skills/inquiry strand for each grade level/course using the C3 Framework's inquiry and disciplinary literacies on which to build a progression of skills for the new social studies standards.
4. Some standards are not developmentally appropriate and need to be reviewed by early childhood experts.

5. The standards should include a rationale for both skill and content progressions across all grade levels.

**Criterion Three: Organization/Communication**

**Findings/Recommendations:**

1. The format is easy to understand and follow for all teachers.
2. The standards need to be checked for consistency of wording and accuracy.
3. There is too much content in grades 4-8 and United States History and the Constitution for a teacher to "cover" during the school year.
4. The creation of an organizing or unifying statement for the academic standards should be drafted that provides a vision of a successful K-12 social studies education. The organizing statement would provide the "hooks" upon which to hang each of the standards and would provide a cohesive, purposeful plan for student learning.
5. A strong supporting document to assist teachers in the teaching of the social studies standards is needed.

#### **IV: EOC RECOMMENDATIONS**

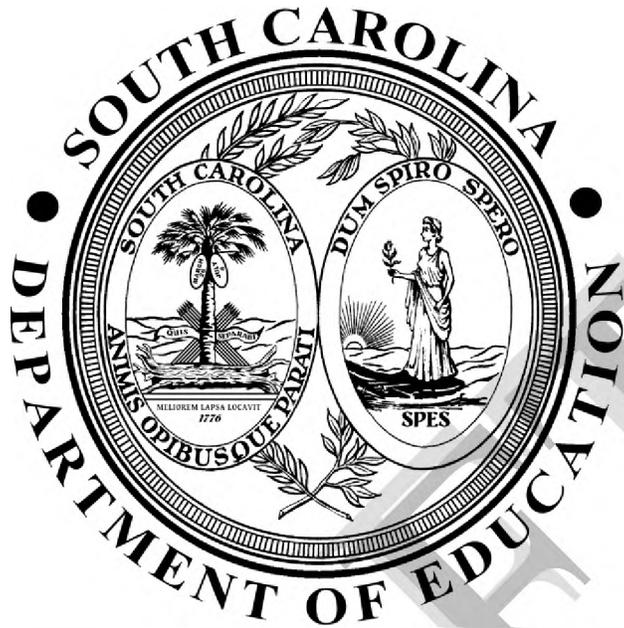
The recommendations that are listed below are based on the detailed review of the South Carolina Social Studies Academic Standards and are supported by the evidence and detailed comments that appear in the criteria-based and individual review panel findings included in this report.

1. There is a lack of balance across the social studies disciplines. Geography, economics, and civics need to be integrated across all grade levels as appropriate.
2. Address the redundancy in the content across grade levels in an effort to reduce the number of standards.
3. The standards lack sufficient diversity, especially in regard to gender and ethnicity.
4. Geography content is missing from the standards across all grade levels and needs to be emphasized. Consider a middle school focus on geography and a high school requirement for geography.
5. The South Carolina Social Studies Academic Standards make no mention of civic engagement/action. The focus on is content acquisition, not citizenship. Consider the C3 document for ways to make the new standards more “actionable”.
6. The standards, especially in grades K-2, should be reviewed and rewritten as necessary to make sure the content and skills expected for students to know are age appropriate.
7. Create a skills/inquiry strand for each grade level/course in place of the current literacy skills as outlined in the social studies document. As a reference, review the C3 Framework’s inquiry and disciplinary literacies on which to build a progression of skills for the new social studies standards.
8. The standards should emphasize higher skills that require greater cognitive complexity and effort.
9. Standards should focus on a global perspective. Students should have greater exposure to global events, past and present.
10. Map skills are not specifically identified as a skills set. These skills should be on a vertical progression and taught at each grade level as appropriate including geospatial information, constructing and reading maps and globes, and geographic models.
11. Prioritize what has been identified as essential for all students to know – those standards that are the most critical to teach, learn, and master within one year. This would be helpful to accommodate the learning needs of students with disabilities.
12. The South Carolina history standards in grade three and eight should be revisited. The standards emphasize only South Carolina’s importance and need to include South Carolina’s presence and impact on the United States and the world.

13. A unifying statement should be drafted that would provide an explicit purpose to the social studies standards and define the college, career and civics readiness.
14. A strong supporting document to assist teachers in the teaching of the social studies standards is needed. The document should include sample activities for each standard with emphasis on the inquiry skills, a rigorous professional development plan, examples of resources for both in class and out of class experiences, and sample assessment items to showcase rigor.

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STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION

## South Carolina Social Studies College- and Career-Ready Standards

Pursuant to South Carolina Accountability Act of 1998

Anticipated 2020

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## **Overview**

### **Purpose**

In accordance with the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessment. Consensually developed academic standards describe for each grade and high school core area the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The social studies standards development process was designed to develop clear, rigorous, and coherent standards that will prepare students for success in their intended career paths, either directly to the workforce or furthering their education in post-secondary institutions. In addition, the social studies standards were created to prepare students for success as engaged citizens.

The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, instructional strategies, approaches, or practices. The South Carolina Social Studies College- and Career-Ready Standards is not a curriculum.

### **Process**

The South Carolina Social Studies College- and Career-Ready Standards were collaboratively written by a team of South Carolina classroom teachers, instructional coaches, district leaders, representatives of professional organizations, community members, parents, higher education faculty, and educators who specialize in English language learners, special education, career and technology education, and assessment who were selected through an application and rubric process by the South Carolina Department of Education. The South Carolina Department of Education's social studies standards writing team began the development process by reviewing a variety of resources and conceptualizing what students who graduate from South Carolina's public education system should demonstrate and understand. The *Profile of the South Carolina Graduate* was the compass that guided the revision.

The draft of South Carolina Social Studies College- and Career-Ready Standards were posted online via the South Carolina Department of Education's website for public review on December 5, 2017. Feedback gleaned from public review was used to guide the revision process.

### **Academic standards**

Academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. In South Carolina, standards are provided for each grade from kindergarten through grade eight, high school required courses, and selected electives.

### **Disciplinary Thinking Skills**

Nikki Mandell and Bobbie Malone (2008) explained that "history is a discipline of inquiry and analysis" (p. 3). The discipline of history is "a way of thinking that encourages students to analyze historical evidence, evaluate it, and then demonstrate their understanding of that evidence. Teaching and learning history requires repeated practice with those essential elements of the discipline" (p. 1). Discipline-specific 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.

The identification of disciplinary skills for the social studies was critical to the development of these standards. The South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110) requires:

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

Because of this, the discipline-specific skills begin at the kindergarten level and progress to graduation with developmentally appropriate iterations of the same skill being further honed at each grade level. To be college- and career-ready, students should both understand skills and know how to apply those skills.

Twenty-first century thinking requires practice with levels of complexity in order to perfect. Webb's Depth of Knowledge (1997) is used as a guideline for determining the cognitive demands and complexity of the social studies indicators.

### **Enduring Understanding**

As described by Grant Wiggins and Jay McTighe (2005) in *Understanding by Design*, "enduring understandings are central to a discipline and are transferable to new situations" and represent "the specific inferences based on big ideas that have lasting value beyond the classroom" (pg. 342).

To further explain enduring understandings in social studies, Wiggins and McTighe (2005) offered:

For example, in learning about the rule of law, students come to understand that written laws specify the limits of a government's power and articulate the rights of individuals, such as due process. This inference from facts, based on big ideas such as rights and due process, provides a conceptual unifying lens through which to recognize the significance of the Magna Carta as well as to examine emerging democracies in the developing world.

Because such understandings are generally abstract in nature and often not obvious, they require uncoverage through sustained inquiry rather than one-shot coverage. The student must come to understand or be helped to grasp the idea, as a result of work. If teachers treat an understanding like a fact, the student is unlikely to get it (p. 342).

## **Glossary**

Important yet less well-known terms appear throughout the standards and the indicators and are defined in the glossary. This glossary is found in Appendix D and is intended for teachers. It is not designed for student assessment purposes.

## **Indicators**

Indicators are the specific statements integrating the content, skill, and theme that the students must demonstrate in order for them to meet the particular academic standard. Indicators provide essential guidance for ongoing inquiry and assessment.

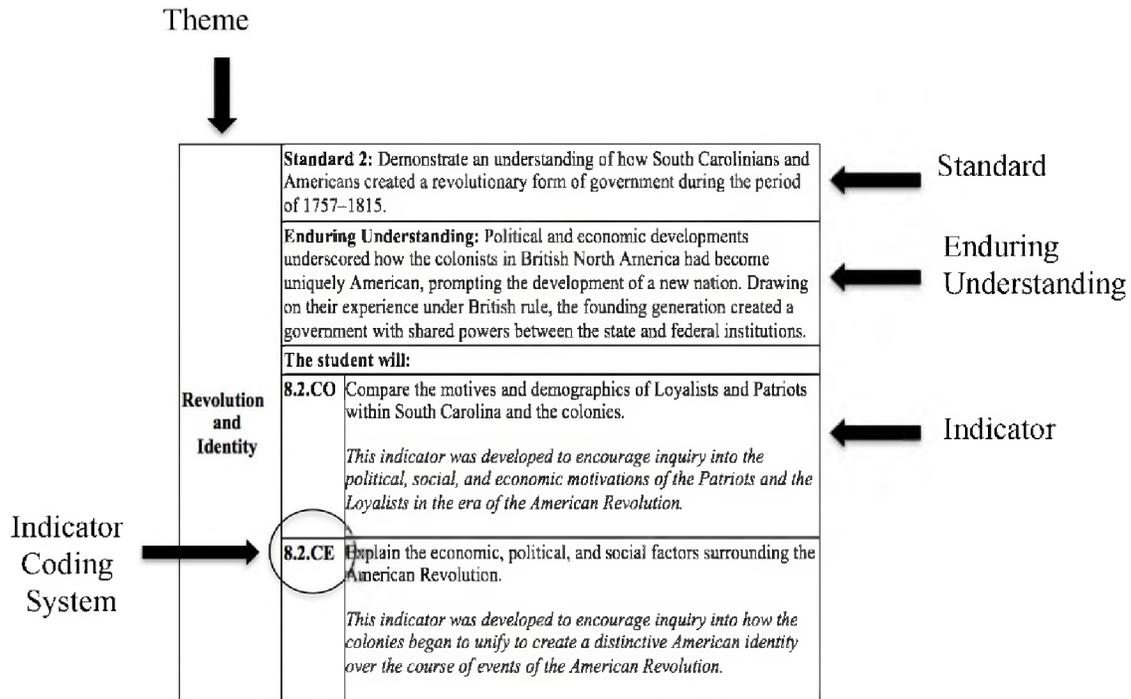
Although the use of verbs from Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001) will assist teachers in identifying the cognitive processes of the indicator, the emphasis is on the thinking expressed by Webb’s Depth of Knowledge (Webb, 1997). Discipline-specific skills, which are aligned to Depth of Knowledge levels, are embedded in each indicator. For example, if the indicator for a history course requires a student to examine causes of an event, then the indicator is in the Analysis Domain under Bloom’s Revised Taxonomy and at Level 2 of Webb’s Depth of Knowledge. In contrast, if the indicator for a history course requires a student to examine continuities and changes within a period of time, then the indicator is in the Analysis Domain under Bloom’s Taxonomy and at Level 4 of Webb’s Depth of Knowledge. While Bloom’s domain remained consistent with the verb examine, the shift in the discipline-specific skill – causation to continuity and change – moved the Depth of Knowledge to the highest level. Beginning in grade four, each standard contains six indicators, based on disciplinary skills, which promote higher order thinking aligned to Depth of Knowledge. This design is to encourage inquiry and meaningful learning needed for college, career, and civic readiness.

## **Themes**

Linda Levstik and Keith Barton (2015) observed that “timelines, names, and memorized ‘facts’ are not history, and they are certainly not compelling. The enduring themes and questions that humans have struggled with over time are... compelling” (p. 3). Thematic instruction allows for information to be categorized into organized concepts. These concepts are at the core of social studies thinking and allow for content connections to be made in a variety of ways. Analysis of overlapping themes allow students to move away from rote 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.

K–12 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, subsequent courses are built on sub-themes of the original four.

## Social Studies Academic Standards Format



**Key:**

**Theme:** the concepts that are at the core of social studies thinking and allow for connections of content to be made in a variety of ways.

**Standard:** statements of the most important, consensually determined expectations for student learning in a particular discipline.

**Enduring Understanding:** statements based on big ideas that have lasting value beyond the classroom.

**Indicator:** specific statements integrating the content, skill, and theme that the students must demonstrate in order for them to meet the particular academic standards. Indicators provide essential guidance for ongoing inquiry and assessment.

**Indicator Coding System:** the first space denotes the grade level or course name, the second space denotes the number of the standard and the third place denotes the skill that is addressed within the indicator. In Geography, the third space denotes the theme associated with the indicator.

## Legislative Requirements

The following information provides an overview of the legislative requirements pertaining to social studies education in South Carolina.

The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct (S.C. Code Ann. § 59- 29-10).

The State Board of Education shall examine the current status of the teaching of South Carolina history. By the 1989–90 school year, each public school of the State must instruct students in the history of the black people as a regular part of its history and social studies courses. The State Board of Education shall establish regulations for the adoption of history and social studies textbooks which incorporate black history and shall, through the South Carolina Department of Education, assist the school districts in developing and locating suitable printed materials and other aids for instruction in black history. The State Board of Education shall examine curricular material for grades 1-6 to determine the level of emphasis on the relationship of agriculture and other industries to the South Carolina economy (S.C. Code Ann. § 59- 29-55).

Study of United States Constitution requisite for graduation; attendance at veteran's activities.

- (A) All high schools, colleges, and universities in this State that are sustained or in any manner supported by public funds shall give instruction in the essentials of the United States Constitution, the Declaration of Independence, and the Federalist Papers, including the study of and devotion to American institutions and ideals, and no student in any such school, college, or university may receive a certificate of graduation without previously passing a satisfactory examination upon the provisions and principles of the United States Constitution, the Declaration of Independence, and the Federalist Papers, and, if a citizen of the United States, satisfying the examining power of his loyalty thereto.
- (B) On November eleventh of each year, which is a legal holiday in this State as provided by Section 53-5-10 to commemorate and honor veterans, all elementary, middle, and high schools in this State if they are open, shall devote at least one hour of the school day in either classroom instruction or at a student body assembly program to study the United States Constitution and the Declaration of Independence. If any such school is not open on November eleventh, this instruction or assembly program must be given on the day the school is open immediately preceding November eleventh.
- (C) On November eleventh of each year, schools may permit students to attend activities to commemorate and honor veterans that are held at locations within their respective counties. The parent of a student seeking to be excused pursuant to this subsection shall

provide prior written consent to the appropriate school personnel (S.C. Code Ann. § 59-29-120).

The instruction provided for in S.C. Code Ann. § 59-29-120 shall be given for at least one year of the high school, college and university grades, respectively (S.C. Code Ann. § 59-29-130).

Founding principles instruction required; reporting requirements; professional development (S.C. Code Ann. § 59-29-155). This act is known and may be cited as the 'South Carolina Founding Principles Act'.

- (A) The State Board of Education and Education Oversight Committee shall incorporate instruction on the founding principles that shaped the United States into the required study of the United States Constitution as provided in Section 59-29-120, and the South Carolina Social Studies Standards upon the next cyclical review. The board and committee shall include, at a minimum, the Federalist Papers and instruction on the structure of government and the role of the separation of powers and the freedoms guaranteed by the Bill of Rights to the United States Constitution.
- (B) The State Department of Education biennially shall submit a report by October fifteenth of each odd numbered year, commencing in 2017, to the Senate Education Committee and the House Education and Public Works Committee documenting the implementation of this section.
- (C) The State Department of Education shall make available professional development opportunities to teachers regarding subsection (A) by physical or electronic means.

The State Board of Education shall establish a committee, which includes, but is not limited to, personnel from the South Carolina Department of Education, school districts, and institutions of higher education. The purpose of the committee shall be to assist the State Board of Education in the identification of the dimensions of thinking which shall constitute "higher order thinking and problem solving" (S.C. Code Ann. § 59-29-179).

The South Carolina Department of Education and all school districts shall emphasize higher order problem solving skills in curricula at all levels. The South Carolina Department of Education shall assist the school districts by locating, developing, and advising the districts on the development of materials and other aids which may be used to teach higher order problem solving skills within existing subjects (S.C. Code Ann. § 59-29-180).

# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents Roundtable and SC Chamber of Commerce  
SC Education Oversight Committee, SC State Board of Education, SC Department of Education,  
SC General Assembly, SC Council on Competitiveness, TransformSC, & SC Arts in Basic Curriculum  
Steering Committee

## Kindergarten

### The Community Around Us

Students in the primary grades (kindergarten–second grade) are building the foundation of social studies skills and themes that will follow them through grade 12 to prepare them for college and career. Despite there being a different overall focus for each subsequent grade level, students in primary grades will be exposed to the following themes of social studies in their courses: history, geography, economics, and civics and government. As students develop cognitively, these themes become more focused based on the grade-level content and disciplinary thinking skills.

Kindergarten students will begin their social studies experience by examining ways they are part of a classroom community and all of the social studies concepts involved in that community. By comparing themselves with classmates, mapping their classroom, and exploring classroom wants and needs with their teacher, kindergarten students will start to use skills of a social studies thinker. Instruction should utilize the specific thinking skills of a historian, geographer, economist, and political scientist developed for kindergartens. 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.

The primary grade-level social studies standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project or problem based learning. To encourage inquiry, the kindergarten The Community Around Us standards are constructed around the following four themes:

**History** – History in the primary grades encourages the use of evidence to study comparison, continuity, and changes while scaffolding content from community to nation.

**Geography** – Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it.

**Economics** – 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** – 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.

## Kindergarten Standards

Key Concept	Standards
<b>History</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to show continuity and change over time for one’s personal history and one’s community.
	<b>Enduring Understanding:</b> 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.
	<b>The student will:</b>
	<p><b>K.H.1</b> Identify similarities and differences between oneself and others.</p> <p>This indicator was developed to encourage inquiry into students’ individual characteristics in relation to those of their classmates.</p>
	<p><b>K.H.2</b> Identify ways in which individuals change or stay the same over time.</p> <p>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.</p>
	<p><b>K.H.3</b> Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.</p> <p>This indicator was developed to encourage inquiry into what one can learn about the world by identifying and utilizing primary sources.</p>
<b>Geography</b>	<b>Standard 2:</b> Utilize the college and career skills of a geographer to apply map skills and draw conclusions about one’s personal community.
	<b>Enduring Understanding:</b> Map literacy skills are essential to the synthesizing of cultural and natural information which allows for geographic questioning within the social studies standards.
	<b>The student will:</b>
	<p><b>K.G.1</b> Identify a map, various map features, and explain the purpose of maps.</p> <p>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.</p>

Key Concept	Standards
	<p><b>K.G.2</b> Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.</p> <p>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.</p> <p><b>K.G.3</b> Describe and compare the cultural and natural environment around one’s home and school by constructing a visual representation.</p> <p>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.</p>
<b>Economics</b>	<b>Standard 3:</b> Utilize the college and career skills of an economist to understand how economic decisions affect one’s personal community.
	<b>Enduring Understanding:</b> Fundamental economic concepts introduced in kindergarten are developed throughout social studies education and impact one’s everyday choices.
	<b>The student will:</b>
	<p><b>K.E.1</b> Identify and compare wants and needs.</p> <p>This indicator was developed to encourage inquiry into the differences between wants and needs and that different individuals have different wants and needs.</p>
	<p><b>K.E.2</b> Explain how wants and needs change over time.</p> <p>This indicator was designed to encourage inquiry into how wants and needs change as individuals grow and change.</p>
	<p><b>K.E.3</b> Identify why people have jobs, and explain the economic benefits for self and community.</p> <p>This indicator was developed to encourage inquiry into how jobs allow community members to have consumer choice and to meet individual needs.</p>
<p><b>K.E.4</b> Identify an economic want or need at one’s school or community level and create a solution.</p>	

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into real world economic wants and needs and encourage hands-on practice to find possible solutions.</p>
<p><b>Civics &amp; Government</b></p>	<p><b>Standard 4:</b> Utilize the college and career skills of a political scientist to understand and display civic dispositions in one’s personal community.</p>
	<p><b>Enduring Understanding:</b> Attributes of responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions to promote strong relationships.</p>
	<p><b>The student will:</b></p>
	<p><b>K.CG.1</b> Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.</p> <p>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.</p>
	<p><b>K.CG.2</b> Explain the purpose of rules and laws, and discuss consequences of breaking them.</p> <p>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.</p>
<p><b>K.CG.3</b> Establish and practice classroom rules and procedures for listening and responding appropriately to others.</p> <p>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.</p>	
<p><b>K.CG.4</b> Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.</p> <p>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.</p>	

## Grade 1

### Life in South Carolina

Students in the primary grades (kindergarten–second grade) are building the foundation of social studies skills and themes that will follow them through grade 12 to prepare them for college and career. Despite there being a different overall focus for each grade level, students in primary grades will be exposed to the following themes of social studies in their courses: history, geography, economics, and civics and government. As students develop cognitively, these themes become more focused based on the grade-level content in order to prepare students for college and career.

Grade one students continue their social studies experience by examining ways their community is a part of the state of South Carolina. By studying different geographic and economic features of the state, students will use skills of a social studies thinker when inquiring into the diversity of the state. Instruction should utilize the specific thinking skills of a historian, geographer, economist, and political scientist, developed for grade one. 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*.

The primary grade-level social studies standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project or problem based learning. To encourage inquiry, the grade one Life in South Carolina standards are constructed around the following four themes:

**History** – History in the primary grades encourages the use of evidence to study comparison, continuity, and changes while scaffolding content from community to nation.

**Geography** – Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it.

**Economics** – 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** – 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.

## Grade 1 Standards

Key Concept	Standards
<b>History</b>	<p><b>Standard 1:</b> Utilize the college and career skills of a historian to show continuity and change over time in South Carolina.</p>
	<p><b>Enduring Understanding:</b> The similarities and differences within South Carolina, and the exploration of associated patterns between them, allow students to develop the foundational understanding that history involves continuities and changes in people from all backgrounds, and that patterns of history develop over time.</p>
	<p><b>The student will:</b></p>
	<p><b>1.H.1</b> Identify similarities and differences between one’s community and other South Carolina communities.</p> <p>This indicator was developed to encourage inquiry into the defining characteristics of a students’ own community. Further, inquiry should include the finding of similarities and differences among communities throughout South Carolina to build comparison skills for historical inquiry.</p>
	<p><b>1.H.2</b> Identify a current event in South Carolina and make predictions about possible outcomes.</p> <p>This indicator was developed to encourage inquiry into the causes and effects of current events specific to South Carolina, such as a recent weather experience or a new law. This promotes further inquiry into how events have affected their own lives and community.</p>
	<p><b>1.H.3</b> Identify different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.</p> <p>This indicator was developed to encourage inquiry into identifying and utilizing primary sources as sources of knowledge to learn about South Carolina.</p>
<b>Geography</b>	<p><b>Standard 2:</b> Utilize the college and career skills of a geographer to apply map skills and draw conclusions about South Carolina.</p>
	<p><b>Enduring Understanding:</b> 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.</p>

Key Concept	Standards
	<p><b>The student will:</b></p> <p><b>1.G.1</b> Identify various types of maps, map features, and the purpose of maps.</p> <p>This indicator was developed to encourage inquiry into a variety of maps (e.g., maps of malls, roads, schools, zoos, and the world) and the purpose of different types of maps. Further, inquiry is made into map features (e.g., map title, map key/legend, and compass rose).</p> <p><b>1.G.2</b> Identify the geographic location of South Carolina in relation to the rest of the United States through the use of various maps and geographic tools.</p> <p>This indicator was developed to encourage inquiry into a variety of sources used to investigate and compare the location of South Carolina to the rest of the United States.</p> <p><b>1.G.3</b> Identify and differentiate between rural, suburban, and urban areas within South Carolina.</p> <p>This indicator was developed to encourage inquiry into the characteristics of urban, rural, and suburban areas within South Carolina.</p> <p><b>1.G.4</b> Describe and compare various landforms within South Carolina through the use of primary and secondary sources.</p> <p>This indicator was developed to encourage inquiry into a variety of sources used to investigate and compare different landforms (e.g., coastlines, lakes, mountains, and rivers) within South Carolina.</p>
<b>Economics</b>	<p><b>Standard 3:</b> Utilize the college and career skills of an economist to understand how economic decisions affect South Carolinians.</p> <p><b>Enduring Understanding:</b> By exploring how the availability of resources influences economic conditions in South Carolina, students begin to understand how resources impact the personal economic decisions that individuals make.</p> <p><b>The student will:</b></p> <p><b>1.E.1</b> Identify and compare goods and services in the school, community, and state.</p> <p>This indicator was designed to encourage inquiry into the differences between goods and services. The indicator also encourages inquiry into the identification of goods as items for purchase (e.g. school lunch) and</p>

Key Concept	Standards
	<p>services as actions that benefit others.</p> <p><b>1.E.2</b> Explain how goods and services change over time.</p> <p>This indicator was designed to encourage inquiry into the goods and services relevant to one’s own life, such as cell phones and computers.</p> <p><b>1.E.3</b> Research and describe how goods and services differ in rural, suburban, and urban areas in South Carolina.</p> <p>This indicator was designed to encourage inquiry into how goods and services vary in different communities. This indicator was also designed to promote inquiry into the identification of the goods and services available in their community and compare these to other South Carolina communities, such as farming in rural communities and shipping in coastal communities.</p> <p><b>1.E.4</b> 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.</p> <p>This indicator was developed to encourage inquiry into how economic decisions influence everyday life. Inquiry is also encouraged through finding achievable ways to support one’s community, such as making posters to promote recycling.</p>
<b>Civics &amp; Government</b>	<p><b>Standard 4:</b> Utilize the college and career skills of a political scientist to understand and display civic dispositions about contemporary South Carolina.</p> <p><b>Enduring Understanding:</b> Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships.</p> <p><b>The student will:</b></p> <p><b>1.CG.1</b> Demonstrate how civic dispositions encourages citizens with diverse beliefs and backgrounds to work together for a common goal.</p> <p>This indicator was developed to encourage inquiry into working with others with stories different from their own. This indicator was also developed to encourage inquiry into the identification of examples of this behavior that are already occurring and how to use civic dispositions to better accomplish a task.</p> <p><b>1.CG.2</b> Describe the basic purpose, structure, and functions of South Carolina’s government at both the local and state level.</p>

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into the hierarchy of local and state government, how they work together, and the basic responsibilities they have for the people of South Carolina.</p>
	<p><b>1.CG.3</b> Demonstrate ways to display active and responsible citizenship in local and state government.</p> <p>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.</p>
	<p><b>1.CG.4</b> Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.</p> <p>This indicator was designed to encourage inquiry into community and state issues. The indicator was also designed to promote inquiry into state issues by using one’s own experiences, connecting with other classrooms across the state, or viewing appropriate news sources.</p>

## Grade 2

### Life in the United States

Students in the primary grades (kindergarten–second grade) are building the foundation of social studies skills and themes that will follow them through grade 12 to prepare them for college and career. Despite there being a different overall focus for each grade level, students in primary grades will be exposed to the following themes of social studies in their courses: history, geography, economics, and civics and government. As students develop cognitively, these themes become more focused based on the grade-level content in order to prepare students for college and career.

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*.

The primary grade-level social studies standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project or problem based learning. To encourage inquiry, the grade two Life in the United States standards are constructed around the following four themes:

**History** – History in the primary grades encourages the use of evidence to study comparison and continuity and changes while scaffolding content from community to nation.

**Geography** – Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it.

**Economics** – 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** – 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.

## Grade 2 Standards

Key Concept	Standards	
<b>History</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to study the United States.	
	<b>Enduring Understanding:</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>The student will:</b>	
	<p><b>2.H.1</b> Identify and compare significant historical events, moments, and symbols in U.S. history.</p> <p>This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that are important to the U.S.</p>	
	<p><b>2.H.2</b> Identify current or past events from U.S. history, and discuss the possible causes and effects.</p> <p>This indicator was developed to encourage inquiry into multiple causes and effects of events in U.S. history. This indicator also promotes inquiry into how to practice appropriate group discussion and civic dispositions, especially related to current events.</p>	
	<p><b>2.H.3</b> Identify patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.</p> <p>This indicator was developed to promote inquiry into changes that occur over various periods of time and recognize patterns in history. The indicator was also developed to encourage the exposure to resources, such as charts, graphs, timelines, and tables.</p>	
	<p><b>2.H.4</b> Evaluate different forms of evidence used in historical inquiry and determine their validity.</p> <p>This indicator was developed to encourage inquiry into how to critically evaluate sources for validity. The indicator was also developed to promote inquiry into how to ensure data is accurate, complete, credible, current, and objective.</p>	
<b>Geography</b>	<b>Standard 2:</b> Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States.	

Key Concept	Standards	
	<p><b>Enduring Understanding:</b> 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.</p> <p><b>The student will:</b></p> <p><b>2.G.1</b> Identify the geographic location of the U. S. in relation to the rest of the world.</p> <p>This indicator was developed to encourage inquiry into the location of the U.S. on various maps and globes. This indicator promotes further inquiry into bordering nations and oceans.</p> <p><b>2.G.2</b> Describe and compare various landforms within the U.S. through the use of primary and secondary sources.</p> <p>This indicator was developed to encourage inquiry into using historic images, maps, narratives, texts, or video, to investigate and compare different landforms around the U.S.</p> <p><b>2.G.3</b> Explain how the distribution of human features, physical features, and natural resources within the U. S. impacts economic activity.</p> <p>This indicator was developed to encourage inquiry into how rivers, lakes, mountains, and other land features affect economic activity. This indicator also prompts students to explore how different geographic areas support different activities.</p>	
<b>Economics</b>	<p><b>Standard 3:</b> Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States.</p> <p><b>Enduring Understanding:</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.</p> <p><b>The student will:</b></p> <p><b>2.E.1</b> Identify the purpose of currency and how income, savings, and spending are parts of a budget.</p> <p>This indicator was developed to encourage inquiry into the purpose of currency and how currency is related to economic activity. The indicator was also designed to promote inquiry into decision-making concerning spending and saving money.</p> <p><b>2.E.2</b> Explain how budgets change as wants and needs or the availability of goods and services change.</p>	

Key Concept	Standards	
	<p>This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.</p>	
	<p><b>2.E.3</b> Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings.</p> <p>This indicator was developed to encourage inquiry into different factors that must be considered when creating a budget.</p>	
	<p><b>2.E.4</b> Research how geographic location and available resources impact economic decision-making.</p> <p>This indicator was developed to encourage inquiry into how location is related to resources and economics.</p>	
<p><b>Civics &amp; Government</b></p>	<p><b>Standard 4:</b> Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.</p>	
	<p><b>Enduring Understanding:</b> Students will develop the skills necessary to address shared problems in a respectful and productive manner.</p>	
	<p><b>The student will:</b></p>	
	<p><b>2.CG.1</b> Identify cultural and ethnic groups in the U. S. and articulate how civic dispositions build relationships between groups in a diverse society.</p> <p>This indicator was developed to encourage inquiry into how civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) support cooperation within a diverse society.</p>	
	<p><b>2.CG.2</b> Use primary and secondary sources to research a national figure who demonstrated civic dispositions.</p> <p>This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) by exploring a variety of sources, such as children’s literature, historic documents, photographs and images, or news sources.</p>	
<p><b>2.CG.3</b> Analyze how the rights granted to U. S. citizens are outlined in the First Amendment to the Constitution.</p> <p>This indicator was developed to encourage inquiry into the rights that</p>		

Key Concept	Standards	
	<p>are granted under the First Amendment and how these individual freedoms help form the framework of our society.</p>	
	<p><b>2.CG.4</b> Use evidence to propose and communicate a resolution to a national issue.</p> <p>This indicator was developed to encourage inquiry into identifying and proposing solutions to problems at the national level.</p>	

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## Grade 3

### South Carolina and World Geography

In grade three, students will explore how the physical systems of Earth dictate how and where people, including the first South Carolinians, live. Early human migration, European exploration of South Carolina, and the development of cultural patterns were all dependent on the natural features and resources of Earth. A geographic and skills-based study of the physical characteristics of places will bridge the skills practiced in the primary grades to the subsequent content and thinking skills of later grades by incorporating an examination of early human migration to South Carolina and motivations for European exploration.

Instruction should utilize the specific geographic thinking skills and themes developed for grade three. The progression of the developmentally appropriate geographic thinking skills begins in kindergarten and builds with each year of geography instruction. These geographical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The social studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project or problem based learning. To encourage inquiry, the grade three South Carolina and World Geography standards are constructed around introducing students to the following four themes:

**Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.

**Environment and Resources (ER)** – The ER theme encourages the study of Earth’s physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.

**Human Systems (HS)** – The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.

**Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.

## Grade 3 Deconstructed Skills

Indicator	Expression
<p><b>M: Mapping-</b> Identify, use, interpret, and construct large-scale maps.</p>	<p>To demonstrate their ability to use the skill of <b>mapping</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe the properties and functions of maps.</li> <li>• use a variety of paper and digital technologies to display and analyze geospatial data.</li> <li>• interpret maps for understanding and problem-solving.</li> <li>• construct maps using available technology for understanding and problem-solving.</li> </ul>
<p><b>MR: Models and Representations-</b> Identify, use, interpret, and construct basic geographic models and other visual representations.</p>	<p>To demonstrate their ability to use the skill of <b>models and representations</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe alternative methods of displaying geospatial data.</li> <li>• interpret and use models and representations for understanding and problem-solving.</li> <li>• construct models and representations for understanding and problem-solving.</li> </ul>
<p><b>GE: Gather Evidence and Communicate Findings-</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources.</p>	<p>To demonstrate their ability to <b>gather evidence and communicate findings</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify, collect, and analyze geospatial data.</li> <li>• evaluate geospatial data and other data sources for accuracy, quality, perspective, and value.</li> <li>• synthesize and communicate findings using verbal, written, visual, or other appropriate forms.</li> </ul>
<p><b>CC: Conditions, Connections, and Regions-</b> Identify and compare the development of conditions, connections, and regions.</p>	<p>To demonstrate their ability to recognize <b>conditions and connections</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify the physical and human conditions of places and the connections among places.</li> <li>• compare the physical and human conditions of places and the connections among places.</li> </ul>
<p><b>S: Scale-</b> Identify spatial hierarchies.</p>	<p>To demonstrate their ability to understand <b>scale</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify spatial hierarchies from local to global scale.</li> </ul>
<p><b>DP: Distribution and Patterns-</b> Identify spatial distributions, patterns, and associations.</p>	<p>To demonstrate their ability to understand <b>distribution and patterns</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify spatial distributions, patterns, and associations.</li> </ul>

## Grade 3 Standards

Key Concept	Standards
<b>Map Skills and Earth's Features</b>	<p><b>Standard 1:</b> Use maps and globes to categorize places and regions by their human and physical conditions.</p>
	<p><b>Enduring Understanding:</b> Global citizenship begins with the initial understanding of Earth's major features and how geographic information is used to learn about those features.</p>
	<p><b>The student will:</b></p>
	<p><b>3.1.1.PR</b> Utilize an alphanumeric grid to locate the continents and oceans.</p> <p>This indicator prompts students to inquire about the location of major physical features around the world by utilizing a basic grid (i.e., letters on one axis, numbers on the other) as preparation for learning latitude and longitude.</p>
	<p><b>3.1.2.AG</b> Locate the world's four hemispheres (i.e., northern, southern, eastern, and western) by using the major components of latitude and longitude (i.e., the Equator, the Prime Meridian, lines of latitude (i.e., parallels), lines of longitude (i.e., meridians), and the International Date Line).</p> <p>This indicator prompts students to inquire about how the world is divided for mapping purposes when using latitude and longitude.</p>
<p><b>3.1.3.ER</b> Identify and describe landforms and water bodies around the world, including those found in South Carolina, and indicate how their location affects human activities.</p> <p>This indicator prompts students to inquire about a variety of geographic landforms and water bodies in South Carolina's six landform regions (i.e., Blue Ridge, Piedmont, Sandhills, Inner Coastal Plain, Outer Coastal Plain, and the Coastal Zone), and how those physical features may serve as opportunities or risks for human populations in South Carolina as well as in other locations around the world with similar features.</p>	
<p><b>3.1.4.HS</b> Identify the spatial hierarchy of political and physical geographic features.</p>	

Key Concept	Standards
	<p>This indicator prompts students to inquire about spatial hierarchies (i.e., scale) to understand connections between Earth’s systems. Political features include cities, states, and countries. Physical features include forests, mountains, oceans, and rivers.</p>
<p><b>Environment and People</b></p>	<p><b>Standard 2:</b> Demonstrate an understanding of Earth’s physical features and ecosystems that affect human activities.</p>
	<p><b>Enduring Understanding:</b> Earth’s diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Earth’s physical systems influenced human migration and lifestyles and led to the creation of a diverse world.</p>
	<p><b>The student will:</b></p>
	<p><b>3.2.1.ER</b> Recognize and explain how physical features are distributed around the world.</p> <p>This indicator prompts students to inquire about the distribution of landforms, climates, and biomes around the world. Understanding these distributions builds the foundation for understanding human migration.</p>
	<p><b>3.2.2.ER</b> Identify and analyze the ways people interact with physical features in different regions of the state, the country, and the world.</p> <p>This indicator prompts students to inquire about how humans interact with the world’s physical features (i.e., landforms and water bodies).</p>
<p><b>3.2.3.ER</b> Identify spatial variations in South Carolina’s climate, climate regions in the United States and around the world, and recognize the relationship between climate and human activities.</p> <p>This indicator prompts students to inquire about how climate affects decision-making regarding such factors as food, clothing, and shelter.</p>	
<p><b>3.2.4.ER</b> Investigate early human migration theories and explain how physical systems (e.g. water, climate/seasons, and landforms) influenced hunter-gatherer migration patterns around the world and South Carolina.</p>	

Key Concept	Standards
	<p>This indicator prompts students to inquire about how physical features and resource availability influenced early human migration. Investigation of early human migration theories includes tracing migration patterns in Africa, Asia, and the Land Bridge Theory.</p>
<p><b>Human Settlement and Culture</b></p>	<p><b>Standard 3:</b> Demonstrate an understanding of varied human cultural characteristics across Earth’s surface.</p>
	<p><b>Enduring Understanding:</b> The spatial distribution of Earth’s physical features and natural resources affects the development of various cultures.</p>
	<p><b>The student will:</b></p>
	<p><b>3.3.1.ER</b> Identify and explain how physical features influence patterns of human settlement and population distributions around the world, including in South Carolina.</p> <p>This indicator prompts students to inquire about how Earth’s physical features (e.g., landforms, water bodies, and climate) influenced where people settled. This indicator also prompts inquiry into the formation of Native American settlements and the development of tribes in specific locations within North America and South Carolina.</p>
	<p><b>3.3.2.AG</b> Research an early Native American group and describe how their physical environment impacted cultural development.</p> <p>This indicator was designed to prompt students to inquire about the relationship between the ways of life for Native American groups and their physical environment. Aspects of culture include, but are not limited to: belief systems, clothing, food, and shelter.</p>
<p><b>3.3.3.PR</b> Investigate the cultural characteristics of places and regions around the world.</p> <p>This indicator prompts students to inquire about how geography influences cultural characteristics around the world. Culture may be expressed by architecture, arts and literature, clothing, cuisine, language, and religion, among other items.</p>	
<p><b>3.3.4.AG</b> Create a geographic representation to communicate findings about the cultural characteristics of places and regions around the world.</p>	

Key Concept	Standards
	<p>This indicator prompts students to inquire about different ways to represent the distribution of various cultural characteristics. Geographic representations may include charts, graphs, maps, tables, or other visuals.</p>
<p><b>Exploration</b></p>	<p><b>Standard 4:</b> Demonstrate an understanding of how humans explored the Earth during the Age of Exploration.</p>
	<p><b>Enduring Understanding:</b> Human exploration has positive and negative consequences. Earth’s physical systems affected global exploration and the interaction between cultures.</p>
	<p><b>The student will:</b></p>
	<p><b>3.4.1.ER</b> Investigate and explain the connection between the physical environment and the economic motivation for exploration.</p> <p>This indicator prompts students to examine how the location of resources drive economic decision-making. Further inquiry is encouraged into how a resource must be able to fill a need.</p>
	<p><b>3.4.2.AG</b> Research and explain historic motives for global exploration and how these have changed over time.</p> <p>This indicator prompts students to inquire about how motives of exploration change over time. These may include the search for different trade routes, land acquisition, finding resources for economic advancement, the spread of religion, and modern-day frontiers, such as oceans and space.</p>
<p><b>3.4.3.ER</b> Explain how exploration changes people and the environment.</p> <p>This indicator prompts students to inquire about how exploration can have positive and negative effects on the environment and people.</p>	
<p><b>3.4.4.AG</b> Use maps and other geographic representations to identify how patterns of exploration affect people and places.</p> <p>This indicator allows students to work with maps and mapping tools to show where exploration, as described in the previous indicator, impacted various populations.</p>	

Key Concept	Standards
<b>Environmental Hazards</b>	<b>Standard 5:</b> Demonstrate an understanding of the relationship between Earth’s environmental hazards and human activities.
	<b>Enduring Understanding:</b> Earth’s physical environment can have profound effects on its inhabitants. Geographic information about physical systems can be used to create a related safety plan in the event of a natural disaster.
	<b>The student will:</b>
	<p><b>3.5.1.ER</b> Identify the range of natural hazards facing people and explain how some populations are more vulnerable than others.</p> <p>This indicator prompts students to consider the various threats to humans including earthquakes, floods, hurricanes, tornadoes, volcanoes, and wildfires, and how human actions (e.g., building in a floodplain) can increase exposure and loss.</p>
<p><b>3.5.2.ER</b> Use maps and other sources of geographic information to gather evidence and draw conclusions about patterns of natural disasters around the world.</p> <p>This indicator prompts students to inquire about the geographic locations and patterns of natural disasters around the world by using maps and other sources of geographic information. Location and pattern connections may include how earthquakes occur along fault lines and hurricanes form over warm water near the Equator.</p>	
<p><b>3.5.3.AG</b> Develop a natural disaster safety plan for a community.</p> <p>This indicator prompts students to inquire about natural disasters that typically occur in a community and then develop a practical plan to protect the community.</p>	

## Grade 4

### United States & South Carolina Studies Part I

Students study the history of the United States and South Carolina in grade four, beginning with the colonization of the United States and continuing through Reconstruction. South Carolina's role is integrated into the study of the exploration of the United States. Students will explore how the United States and South Carolina cultivated common societies through the interaction among different groups of people, the colonization of North America, independence from Great Britain, founding principles, and the identity of a new nation. They will also investigate how cooperation and conflict among people brought about change, led to the expansion of boundaries and territories, a nation became divided in the Civil War, and how the nation and state dealt with the consequences of the Civil War which resulted in Reconstruction.

Instruction should utilize the historical thinking skills and themes developed for grade four, several of which are being introduced to students for the first time. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. Starting in grade four, students will have the opportunity to apply these skills with specific social studies content. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. This allows for teacher flexibility when long-range planning. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem-based learning. To encourage inquiry, the grade four United States and South Carolina Studies Part I standards are constructed around the following four themes:

**Development and Sustainment of a State and Nation** – The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation's history.

**Economic, Settlement, and Territorial Expansions** – The Economic, Settlement, and Territorial Expansions theme encourages the study of changing economic, social, and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries, and the economic change from mercantilism to capitalism.

**Interaction Among People** – The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct

perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division.

**Physical Geography and Natural Resources** – The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations.

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## Grade 4 Deconstructed Skills

Indicator	Expression
<p><b>CO: Comparison-</b> Identify comparisons based on common or differing characteristics or contexts.</p>	<p>To demonstrate their ability to use the skill of <b>comparison</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.</li> <li>• identify similarities and/or differences between historical events, ideas, and/or characteristics.</li> <li>• identify similarities and/or differences between political, economic, and/or geographic regions.</li> <li>• identify similarities and/or differences of perspectives between groups of people.</li> </ul>
<p><b>CE: Causation-</b> Identify multiple causes and effects, to include distinguishing long-term and short-term examples.</p>	<p>To demonstrate their ability to use the skill of <b>causation</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify multiple causes and effects (i.e. short-term and long-term) for historical events.</li> <li>• identify how previous events contributed to subsequent events.</li> <li>• identify how history would be different if historical events had different outcomes.</li> </ul>
<p><b>P: Periodization-</b> Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).</p>	<p>To demonstrate their ability to think in terms of <b>periodization</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify and understand time periods using units of time (e.g., decades, half-centuries, and centuries).</li> <li>• organize major historical events chronologically.</li> <li>• evaluate a historical narrative to identify its components.</li> <li>• create a historical narrative to summarize major developments within a given time period.</li> </ul>
<p><b>CX: Context-</b> Make connections between historical developments in history using specific references to time, place, and broader circumstances.</p>	<p>To demonstrate their ability to use <b>context</b>, students should:</p> <ul style="list-style-type: none"> <li>• explain how historical events have a local impact.</li> <li>• explain how historical events have an impact beyond the local area.</li> <li>• use evidence to explain the progression of historical events.</li> <li>• make connections between historical events and current events.</li> </ul>
<p><b>CC: Continuities and Changes-</b> Recognize patterns of historical continuity and changes in history.</p>	<p>To demonstrate their ability to understand <b>continuities and changes</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify recurring patterns in historical events.</li> <li>• identify changes in the patterns of historical events.</li> <li>• identify continuities in the patterns of historical events.</li> </ul>
<p><b>E: Evidence-</b> Identify, source, and utilize different forms of evidence, including primary and secondary</p>	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p> <ul style="list-style-type: none"> <li>• identify the difference between primary and secondary sources.</li> </ul>

<b>Indicator</b>	<b>Expression</b>
sources, used in an inquiry-based study of history.	<ul style="list-style-type: none"><li>• utilize primary and secondary sources to gather information and make connections.</li><li>• identify how point of view, bias, and purpose allow for further understanding of a primary source.</li><li>• evaluate secondary sources for accuracy and validity.</li></ul>

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## Grade 4 Standards

Key Concept	Standards
<b>Colonization</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.</p>
	<p><b>Enduring Understanding:</b> The various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North America colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs.</p>
	<p><b>The student will:</b></p>
	<p><b>4.1.CO</b> Compare the interactions among cultural groups as a result of European colonization.</p> <p>This indicator was developed to promote inquiry into how European colonization impacted the interaction among African, European, and Native American cultural groups.</p>
	<p><b>4.1.CE</b> Identify the effects of changing economic systems on the diverse populations in British North America.</p> <p>This indicator was developed to promote inquiry into the effects of mercantilism and triangular trade on enslaved Africans, Native Americans, and European colonists in North America and the Caribbean.</p>
	<p><b>4.1.P</b> Explain the development of political institutions and social characteristics that defined the British colonial regions.</p> <p>This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.</p>
	<p><b>4.1.CX</b> Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina.</p> <p>This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political, and religious groups.</p>
	<p><b>4.1.CC</b> Identify patterns of change and continuity in the development of economic systems in British North America.</p> <p>This indicator was written to promote inquiry into the role of mercantilism in the growth of agriculture, early industry, harbor</p>

Key Concept	Standards
	<p>development, shipping and trade, and slavery in the British colonies.</p> <p><b>4.1.E</b> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.</p>
<b>A New Nation</b>	<b>Standard 2:</b> Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.
	<b>Enduring Understanding:</b> Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.
	<b>The student will:</b>
	<p><b>4.2.CO</b> Compare the roles of marginalized groups during the American Revolution.</p> <p>This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period.</p>
	<p><b>4.2.CE</b> Examine the economic and political motivations for colonists to declare independence from Great Britain.</p> <p>This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.</p>
<p><b>4.2.P</b> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic.</p> <p>This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p>	
<p><b>4.2.CX</b> Contextualize South Carolina’s role in the development of the new nation.</p>	

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>
	<p><b>4.2.CC</b> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.</p> <p>This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p>
	<p><b>4.2.E</b> Analyze multiple perspectives on the economic, political, and social developments of the new nation.</p>
Expansion and Sectionalism	<p><b>Standard 3:</b> Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.</p>
	<p><b>Enduring Understanding:</b> The new century saw the U. S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans’ way of life.</p>
	<p><b>The student will:</b></p>
	<p><b>4.3.CO</b> Compare the motivations for and reactions to various expeditions into the Western territories.</p> <p>This indicator was designed to encourage inquiry into the economic, political, and social reasons for Westward Expansion. It was also written to promote inquiry into how various people living in the western territories responded to migration.</p>
	<p><b>4.3.CE</b> Analyze the effects of government policies in promoting United States territorial expansion into the west.</p> <p>This indicator was developed to encourage inquiry into how government policy influenced Westward Expansion, including the purchase of the Louisiana Territory, policies towards Native Americans, the Mexican-American War, and support of railroad development.</p>
<p><b>4.3.P</b> Analyze the role of technology and the environmental impact during the period of Westward Expansion.</p>	

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into the technological advancements that supported Westward Expansion and the subsequent impacts on the environment, including the role of precious metals, advances in mining technology, and the invention of advanced transportation and communication.</p> <p><b>4.3.CX</b> Contextualize South Carolina’s role in the development of sectionalism during the antebellum period.</p> <p>This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War.</p> <p><b>4.3.CC</b> Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.</p> <p>This indicator was developed to encourage inquiry into how land acquisition and the resulting border changes of the U. S. impacted the people of the western territories prior to Westward Expansion.</p> <p><b>4.3.E</b> Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.</p>
<b>A Divided Nation</b>	<p><b>Standard 4:</b> Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.</p> <p><b>Enduring Understanding:</b> Regional economic interests led to insurmountable political and social divisions during this time period. Sectionalism led the United States into a costly and devastating Civil War, which ultimately resulted in the preservation the United States of America.</p> <p><b>The student will:</b></p> <p><b>4.4.CO</b> Compare the economic and political causes of the Civil War.</p> <p>This indicator was developed to encourage inquiry into how debates over slavery led to the Civil War.</p> <p><b>4.4.CE</b> Explain the effects of military strategies utilized by the Union and the Confederacy.</p>

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into the effects of military strategies to include but not limited to: wartime technologies, the Anaconda Plan, conscription, and Sherman’s March to the Sea.</p> <p><b>4.4.P</b> Explain how emancipation was achieved as a result of civic participation.</p> <p>This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.</p> <p><b>4.4.CX</b> Contextualize South Carolina’s experience during the Civil War.</p> <p>This indicator was developed to encourage inquiry into the relationship between the Civil War and the experiences of women, African Americans, and the planter class in South Carolina.</p> <p><b>4.4.CC</b> Identify and evaluate the economic, political, and social changes experienced throughout the Civil War.</p> <p>This indicator was developed to encourage inquiry into the continuities and changes experienced by Americans of various genders, positions, races, and social status during the Civil War.</p> <p><b>4.4.E</b> Analyze the economic, political, and social divisions during the Civil War.</p>
<b>Rebuilding</b>	<p><b>Standard 5:</b> Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860–1880.</p> <p><b>Enduring Understanding:</b> The United States faced multiple challenges in the planning and implementation of laws designed to reshape the nation following the Civil War. Economic, political, and social forces provided unique regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances achieved by post-Civil War legislation.</p> <p><b>The student will:</b></p>

Key Concept	Standards
	<p><b>4.5.CO</b> Compare the roles of various groups on Reconstruction.</p> <p>This indicator was developed to encourage inquiry into the interactions between various groups to include northerners and southerners, such as African Americans, white landowners, politicians, and business leaders during Reconstruction.</p>
	<p><b>4.5.CE</b> Analyze the impact of federal legislation on the South during Reconstruction.</p> <p>This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.</p>
	<p><b>4.5.P</b> Summarize Reconstruction as a turning point in American history.</p> <p>This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.</p>
	<p><b>4.5.CX</b> Contextualize the economic, labor, political, and social conditions in South Carolina during the period of Reconstruction.</p> <p>This indicator was developed to promote inquiry into South Carolina’s unique experience, to include the Port Royal Experiment and the adoption of the state Constitution of 1868.</p>
	<p><b>4.5.CC</b> Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.</p> <p>This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.</p>
	<p><b>4.5.E</b> Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U. S.</p>

## Grade 5

### United States & South Carolina Studies Part II

Students continue their study of the history of the United States and South Carolina in grade five, beginning with the industrialization of the United States and continuing through the present day. South Carolina's role is integrated into the exploration of the history of the United States. Students will study the industrialization of the United States and South Carolina, the impact immigrants had on the cultural and economic landscape, the rise of the United States as a world power, the nation's involvement in world affairs in the 20<sup>th</sup> century, and the nation's leadership role after World War II, during and after the Cold War, and into the 21<sup>st</sup> century. They will also learn about how citizens dealt with urbanization and increased population, women's suffrage and civil rights for all Americans, economic depression and recovery, and challenges in foreign diplomacy.

Instruction should utilize the historical thinking skills and themes developed for grade five. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. This allows for teacher flexibility when long-range planning. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem-based learning. To encourage inquiry, the grade five United States and South Carolina Studies Part II standards are constructed around the following four themes:

**Economic Advancements** – The Economic Advancements theme encourages the study of the United States' development as an economic leader through technological advances, growth of capitalism, and involvement of government. How South Carolina has and continues to contribute to the national economic success will also be explored.

**Expansion and Migration** – The Expansion and Migration theme encourages the study of the push- and pull -factors behind the movement of various groups to and throughout the United States. This includes their abilities to adapt to and transform their new social and physical environments.

**Political Ideas and Institutions** – The Political Ideas and Institutions theme encourages the study of how the founding principles of natural rights, federalism, and rule of law have been applied during this period of the United States and South Carolina. Political values and government institutions have influenced society and government through the creation of domestic and foreign policies.

**Social and Cultural Development** – The Social and Cultural Development theme encourages the study of how various social and cultural groups in the United States and South Carolina have influenced society and government. Citizens have developed multifaceted national and state identities based on individual ethnic, political, racial, regional, and religious differences.

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## Grade 5 Deconstructed Skills

<b>Indicator</b>	<b>Expression</b>
<p><b>CO: Comparison-</b> Generate comparisons based on common or differing characteristics or contexts.</p>	<p>To demonstrate their ability to use the skill of <b>comparison</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.</li> <li>• identify similarities and/or differences between historical events, ideas, and/or characteristics.</li> <li>• identify similarities and/or differences between political, economic, and/or geographic regions.</li> <li>• identify similarities and/or differences of perspectives between groups of people.</li> <li>• identify how historical events affect the United States and South Carolina similarly and differently.</li> </ul>
<p><b>CE: Causation-</b> Analyze multiple causes and effects, to include distinguishing long-term and short-term examples.</p>	<p>To demonstrate their ability to use the skill of <b>causation</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify multiple causes and effects (i.e. short-term and long-term) for historical events.</li> <li>• interpret the long-term effects of historical events.</li> <li>• interpret the short-term effects of historical events.</li> <li>• analyze how previous events contributed to subsequent events.</li> <li>• identify how history would be different if historical events had different outcomes.</li> </ul>
<p><b>P: Periodization-</b> Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).</p>	<p>To demonstrate their ability to think in terms of <b>periodization</b>, students should:</p> <ul style="list-style-type: none"> <li>• categorize historical events into blocks of time (e.g., decades, half-centuries, centuries).</li> <li>• organize major historical events chronologically.</li> <li>• evaluate a historical narrative to identify its components.</li> <li>• create a historical narrative to summarize major developments within a given time period.</li> </ul>
<p><b>CX: Context-</b> Describe historical developments using specific references to time, place, and broader circumstances.</p>	<p>To demonstrate their ability to use <b>context</b>, students should:</p> <ul style="list-style-type: none"> <li>• explain how historical events affect the United States.</li> <li>• explain how historical events affect South Carolina.</li> <li>• use evidence to explain the progression of historical events.</li> <li>• make connections between historical events to current events.</li> </ul>
<p><b>CC: Continuities and Changes-</b> Recognize patterns of historical continuities and changes, and identify turning points in history.</p>	<p>To demonstrate their ability to understand <b>continuities and changes</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify patterns of change and continuity in historical events.</li> <li>• identify turning points in historical events</li> </ul>

Indicator	Expression
<p><b>E: Evidence-</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.</p>	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p> <ul style="list-style-type: none"> <li>• identify the differences between primary and secondary sources.</li> <li>• utilize primary and secondary sources to gather information and make connections.</li> <li>• identify how point of view, bias, and purpose allow for further understanding of a primary source.</li> <li>• evaluate secondary sources for accuracy and validity.</li> <li>• categorize multiple sources to make a claim.</li> </ul>

## Grade 5 Standards

Key Concepts	Standards
<b>Expansion and Migration</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910.</p>
	<p><b>Enduring Understanding:</b> The Second Industrial Revolution, urbanization, and access to resources contributed to the expansion of the United States during this time period. At the same time, groups migrated to and within the United States creating tensions and adding to the rich culture of the nation.</p>
	<p><b>The student will:</b></p>
	<p><b>5.1.CO</b> Compare the physical landscape and demographics of the U.S. before and after the Transcontinental Railroad.</p> <p>This indicator was developed to promote inquiry into how the physical landscape of the U.S. changed due to the building of the Transcontinental Railroad. This indicator also promotes inquiry into how human movement and settlement into the American west greatly affected the physical landscape.</p>
	<p><b>5.1.CE</b> Examine push- and pull-factors related to immigration and expansion on urban and rural populations during the period.</p> <p>This indicator was developed to promote inquiry into why and how various peoples immigrated to the U.S. Furthermore, this indicator was designed to promote inquiry into how these immigrant cultures influenced American culture and society.</p>
	<p><b>5.1.P</b> Summarize how the United States’ involvement in the Spanish American War led to increased U.S. economic expansion and imperialism.</p> <p>This indicator was developed to promote inquiry into how the U. S. territory and businesses expanded during the late 19th century. Furthermore, it is designed to promote inquiry into how, by the end of the Spanish American War, the U.S. began to expand overseas markets and compete with the growing European markets and industrial growth.</p>
	<p><b>5.1.CX</b> Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion.</p> <p>This indicator was developed to promote inquiry into how industrialization evolved in the U.S. and South Carolina during the late 19th century and into the early 20th century. This indicator was also designed to promote</p>

Key Concepts	Standards
	<p data-bbox="534 275 1477 344">inquiry into how poor living and working conditions in urban areas led to the rise of Progressivism in the U.S.</p> <p data-bbox="391 390 1490 638"><b>5.1.CC</b> Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.  This indicator was developed to promote inquiry into how the economy of the United States grew during the time period. Topics for inquiry may include the impact of population growth on production, working conditions, and the subsequent labor movements to 1910.</p> <p data-bbox="391 684 1500 825"><b>5.1.E</b> Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U. S.</p>
<b>Federal Expansion</b>	<b>Standard 2:</b> Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e., 1910–1940) affected the United States and South Carolina.
	<b>Enduring Understanding:</b> In the early 20th Century, the economies of the United States and South Carolina experienced a boom-and-bust period. This situation led to significant government intervention in order to stimulate the economy.
	<b>The student will:</b>
	<p data-bbox="391 1142 1435 1211"><b>5.2.CO</b> Compare the cultural and economic impacts of the 1929 Stock Market Crash on the U. S. and South Carolina.</p> <p data-bbox="534 1251 1490 1392">This indicator was developed to promote inquiry into how life changed in the U.S. and South Carolina after the stock market crash of 1929. The indicator was also developed to promote inquiry into how life in the 1920s differed from life in the 1930s in both the U.S. and South Carolina.</p>
	<p data-bbox="391 1436 1461 1505"><b>5.2.CE</b> Examine the primary causes of World War I and the events which led to U.S. involvement.</p> <p data-bbox="534 1545 1500 1724">This indicator was developed to promote inquiry into how the rise of ideologies in Europe led to division and conflict among nations resulting in World War I. Further, inquiry is encouraged through the exploration of the changing position of the U.S. from the beginning of the war in Europe to its eventual involvement.</p>
<p data-bbox="391 1772 1458 1841"><b>5.2.P</b> Summarize how the role of the federal government expanded during the period.</p>	

Key Concepts	Standards
	<p>This indicator was developed to promote inquiry into how wartime government activities, the Progressive Movement, and the New Deal represented an expansion of federal power, including attempts to protect citizens.</p> <p><b>5.2.CX</b> Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina.</p> <p>This indicator was developed to promote inquiry into post World War I changes in the U.S., including the “Roaring Twenties,” the Harlem Renaissance, the role of women outside of the home, and cultural changes for African Americans.</p> <p><b>5.2.CC</b> Examine the continuities and changes that resulted from New Deal programs and the impact these programs had on various groups throughout the U. S. and South Carolina.</p> <p>This indicator was developed to promote inquiry into how the role of the government expanded during the Great Depression through the implementation of government programs. The indicator encourages inquiry into New Deal programs such as the Federal Deposit Insurance Corporation, Civilian Conservation Corps, Social Security Administration, Securities and Exchange Commission, and Tennessee Valley Authority.</p> <p><b>5.2.E</b> Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources.</p>
<p><b>America as a World Leader</b></p>	<p><b>Standard 3:</b> Demonstrate an understanding of the economic, political, and social effects of World War II, the Holocaust, and their aftermath (i.e., 1930–1950) on the United States and South Carolina.</p>
	<p><b>Enduring Understanding:</b> Along with the rest of the world, the United States and South Carolina experienced economic instability during this period. As a result, political instability and worldwide conflict consumed the world in the 1940s. Following World War II, the United States emerged as a world leader through political policies and economic growth.</p>
	<p><b>The student will:</b></p>
	<p><b>5.3.CO</b> Compare the ideologies and policies that led to World War II.</p> <p>This indicator was developed to promote inquiry into the ideologies and policies that led to WWII, with a particular focus on the rise of dictators throughout Europe and Asia.</p>

Key Concepts	Standards
	<p><b>5.3.CE</b> Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.</p> <p>This indicator was developed to promote inquiry into the state-sponsored persecution that led to the Holocaust in Europe. This indicator was also developed to promote inquiry into the fight against discrimination toward marginalized groups in America.</p>
	<p><b>5.3.P</b> Summarize the U.S. government’s transition away from neutrality policies following World War I that led to its eventual involvement in World War II.</p> <p>This indicator was developed to promote inquiry into how the U.S. government viewed its position in world affairs. Further, inquiry is encouraged through a focus on governmental policies such as Lend Lease, the Neutrality Acts of the 1930s, and the peacetime draft.</p>
	<p><b>5.3.CX</b> Contextualize the technological and geographic influence on military strategies in the Pacific and European theaters of war of World War II.</p> <p>This indicator was developed to promote inquiry into how geography played a role in the military strategy in the European and Pacific theaters. The indicator was also developed to encourage inquiry into such strategies as island hopping, the use of technological advancements, and effects of a three front war.</p>
	<p><b>5.3.CC</b> Analyze the changes and continuities regarding the United States’ international leadership during the period, including the rebuilding of Europe and the resettlement of displaced persons resulting from the Holocaust.</p> <p>This indicator was developed to promote inquiry into how America’s international leadership evolved before, during, and after World War II. This indicator was also designed to promote inquiry into the different alliances that were formed by the United States, Great Britain, and the Soviet Union to include the Allied Powers, the United Nations, the North Atlantic Treaty Organization, and the Warsaw Pact.</p>
	<p><b>5.3.E</b> Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.</p>

Key Concepts	Standards
<b>Social Changes</b>	<b>Standard 4:</b> Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.
	<b>Enduring Understanding:</b> The United States during the post-World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences, which affected all aspects of American life at home and abroad. Additionally, various civil rights movements within the United States and South Carolina impacted society.
	<b>The student will:</b>
	<p><b>5.4.CO</b> Compare and contrast the capitalist and communist ideologies.</p> <p>This indicator was developed to promote inquiry into how the lifestyles of those living in capitalist countries differed from those living in communist countries. This indicator was also designed to promote inquiry into how the rights of citizens differed in capitalist and communist countries.</p>
	<p><b>5.4.CE</b> Analyze the causes and impacts of social movements in the U. S. and South Carolina.</p> <p>This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.</p>
	<p><b>5.4.P</b> Summarize the economic, political, and social changes in the U. S. after World War II.</p> <p>This indicator was developed to promote inquiry into how social changes such as suburbanization, the Servicemen’s Readjustment Act of 1944 (i.e., G.I. Bill), and the move to desegregation affected life in America.</p>
<p><b>5.4.CX</b> Contextualize the tension between the United States and the Soviet Union during the Cold War.</p> <p>This indicator was developed to encourage inquiry into how the United States’ and Soviet Union’s governments adopted different ideologies leading to distrust and tension. This indicator was also developed to encourage inquiry into the events surrounding the Cold War, such as the space race, the arms race, and proxy wars (i.e., Korean and Vietnam Wars).</p>	
<p><b>5.4.CC</b> Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of <i>Briggs v. Elliott</i> and <i>Brown v. Board of Education</i>.</p>	

Key Concepts	Standards
	<p>This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of <i>Brown v. Board of Education</i>. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p> <p><b>5.4.E</b> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.</p>
Modern America	<p><b>Standard 5:</b> Demonstrate an understanding of the contemporary global economic, social, and political roles of the United States and South Carolina from 1980–present.</p>
	<p><b>Enduring Understanding:</b> Since the collapse of the Soviet Union and advancements in technology, the world has become more globally interdependent. Additionally, with the rise of terrorism following the September 11, 2001, attacks, foreign policy in the United States has evolved.</p>
	<p><b>The student will:</b></p>
	<p><b>5.5.CO</b> Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks.</p> <p>This indicator was developed to promote inquiry into how the U. S. continued to assume the role as a world leader before and after the terror attacks of September 11, 2001. This indicator was also designed to promote inquiry into how the U.S. focused its foreign policy on fighting terror following the September 11, 2001, attacks.</p>
	<p><b>5.5.CE</b> Analyze the impact of digital technologies on the U.S., and describe the impact those technologies had on its global influence.</p> <p>This indicator was developed to promote inquiry into how technological advancements allowed the U.S. to become more globally connected. This indicator was also designed to promote inquiry into how the expansion of technology through the Internet led to e-commerce.</p>
	<p><b>5.5.P</b> Summarize the global involvement of the U.S. using the fall of the Soviet Union as a turning point.</p> <p>This indicator was developed to promote inquiry into the U.S. became role in the economic and political aspects of global affairs. This indicator was also designed to promote inquiry into how the U.S. established itself as a leading partner in handling global conflicts.</p>
<p><b>5.5.CX</b> Contextualize the changes in rural communities in South Carolina within national and global industries.</p>	

Key Concepts	Standards
	<p>This indicator was developed to promote inquiry into how the development of the Internet and the expansion of technology created change in rural areas. This indicator was also designed to promote inquiry into how the expansion of industry has affected rural areas.</p>
	<p><b>5.5.CC</b> Analyze the continuities and changes in U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period.</p> <p>This indicator was developed to promote inquiry into how U.S. relationships with other countries have developed since the collapse of the Soviet Union.</p>
	<p><b>5.5.E</b> Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.</p>

## Grade 6

### World Civilizations

Students will study World Civilizations to uncover trends from prehistory to present day. Students will learn what defines civilizations and how geography played a factor in the exchanges, expansion, and formation among and between them. Students will inquire about the various social hierarchies of world civilizations and the changes and continuities of social systems. Students will learn about ancient and classical civilizations and explore their enduring cultural, intellectual, and technological influences. Students will learn about how increased global interactions led to transformations among and between world civilizations. Students will inquire into the development of world civilizations past and present and the connections between Africa, the Americas, Asia, and Europe. Students will continue to explore how these global interactions and exchanges led to cultural, intellectual, and technological advances that have continued to increase societies' global interconnectedness with one another.

Instruction should utilize the historical thinking skills and themes developed for grade six. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem- based learning. To encourage inquiry, the grade six World Civilizations standards are constructed around the following five themes:

**Culture and Intellectual Development** – The Culture and Intellectual Development theme encourages the study of the development of individual and collective cultures and how these identities shape economic, political, and social systems over time. Social systems of various world civilizations are marked by their cultural, political, religious, and social ideologies and contributions.

**Global Exchanges** – The Global Exchanges theme encourages the study of how world civilizations have interacted with one another culturally, economically, and politically throughout history, and how societies have become increasingly connected over time.

**Interaction with Environment** – The Interaction with Environment theme encourages the study of how humans impact their environment and how environmental factors influence the decision-making of humans.

**Social Systems and Order** – The Social Systems and Order theme encourages the study of various social hierarchies and norms established by political and social institutions within a

given civilization. Humans have sustained and challenged through social systems, which includes civic, economic, and social actions.

**State Formation, Expansion, and Conflict** – The State Formation, Expansion, and Conflict theme encourages the study of the foundations of different states (e.g., kingdoms, empires, nation-states, city-states) and how their interactions within and beyond those respective states have emerged, expanded, and collapsed because of these factors.

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## Grade 6 Deconstructed Skills

Indicator	Expression
<p><b>CO: Comparison-</b> Utilize broad characteristics of historical developments to create a comparative analysis.</p>	<p>To demonstrate their ability to use the skill of <b>comparison</b>, students should:</p> <ul style="list-style-type: none"> <li>● distinguish similarities and differences among or between world civilizations.</li> <li>● categorize historical events according to similarities and differences.</li> </ul>
<p><b>CE: Causation-</b> Analyze significant turning points in history to assess multiple long-term and short-term causes and effects.</p>	<p>To demonstrate their ability to use the skill of <b>causation</b>, students should:</p> <ul style="list-style-type: none"> <li>● identify major historical turning points.</li> <li>● analyze historical turning points to determine long- and short-term causes and effects.</li> <li>● analyze historical eras to determine relationships (e.g., cause/effect, connections, and patterns) between eras.</li> <li>● examine historical events to infer possible outcomes.</li> </ul>
<p><b>P: Periodization-</b> Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points.</p>	<p>To demonstrate their ability to think in terms of <b>periodization</b>, students should:</p> <ul style="list-style-type: none"> <li>● identify how significant events and related developments led to changes in historical periods.</li> <li>● create historical narratives based on units of time, including major turning points.</li> </ul>
<p><b>CX: Context-</b> Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances.</p>	<p>To demonstrate their ability to use <b>context</b>, students should:</p> <ul style="list-style-type: none"> <li>● distinguish historical developments based on time and place.</li> <li>● analyze how historical developments affect the world in both historic and contemporary contexts.</li> </ul>
<p><b>CC: Continuities and Changes-</b> Identify and explain significant theme-based patterns of continuities and changes within a period of time.</p>	<p>To demonstrate their ability to understand <b>continuities and changes</b>, students should:</p> <ul style="list-style-type: none"> <li>● define theme-based continuities and changes.</li> <li>● identify theme-based patterns of continuity and change.</li> <li>● explain theme-based continuities and changes within a period.</li> </ul>
<p><b>E: Evidence-</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.</p>	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p> <ul style="list-style-type: none"> <li>● identify and locate different forms of evidence and ensure validity of the evidence.</li> <li>● engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.</li> <li>● corroborate multiple sources.</li> <li>● utilize different forms of evidence and multiple perspectives to make a claim.</li> </ul>

Indicator	Expression
	<ul style="list-style-type: none"><li data-bbox="662 226 1409 268">• cite evidence from multiple sources to support a claim.</li></ul>

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## Grade 6 Standards

Key Concepts	Standards
<b>Civilizations</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.</p> <p><b>Enduring Understanding:</b> Legacies of world civilizations include the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other’s growth and development.</p> <p><b>The student will:</b></p>
	<p><b>6.1.CO</b> Compare the development of social systems among the early river valley civilizations.</p> <p>This indicator was developed to prompt inquiry into a comparison between the first agricultural revolutions on the development of social systems within early river civilizations.</p>
	<p><b>6.1.CE</b> Summarize how environmental factors influenced the interactions within and between early civilizations.</p> <p>This indicator was developed to promote inquiry into why and how world civilizations began to interact with one another and the results of those global exchanges.</p>
	<p><b>6.1.P</b> Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p> <p>This indicator was developed to promote inquiry into turning points in the organization and transformation of the four major classical civilizations in China, Greece, India, and Rome. This indicator was also developed to foster inquiry into the cultural and technological advancements of the classical civilizations that continue to influence modern societies.</p>
	<p><b>6.1.CX</b> Contextualize the origins and spread of major world religions and their enduring influence.</p> <p>This indicator was designed to promote inquiry into the development, basic tenants, and impact of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time.</p>

Key Concepts	Standards
	<p><b>6.1.CC</b> Analyze changes and continuities that influenced the organization and technological advancements of early and classical world civilizations.</p> <p>This indicator was developed to promote inquiry into changes and continuities in the formation and expansion of early and classical world civilizations based on their interactions with their environments.</p> <p><b>6.1.E</b> Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</p>
<p><b>Increased Global Interactions</b></p>	<p><b>Standard 2:</b> Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450).</p>
	<p><b>Enduring Understanding:</b> World civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.</p>
	<p><b>The student will:</b></p>
	<p><b>6.2.CO</b> Compare the political systems within world civilizations.</p> <p>This indicator was developed to encourage inquiry into the different types of political systems around the world. Further, this indicator was developed to promote inquiry into the feudal systems in Japan and Europe, the political structure of the kingdoms in Asia and Africa, Imperial China, and the Central and South American Empires.</p>
	<p><b>6.2.CE</b> Explain the impact of global exchanges among world civilizations.</p> <p>This indicator was developed to encourage inquiry into how environmental factors impacted world societies and encouraged interaction during the period.</p>
<p><b>6.2.P</b> Summarize the increased global exchanges among world societies using the Crusades as a major turning point.</p> <p>This indicator was developed to encourage inquiry into the</p>	

Key Concepts	Standards
	<p>significance of the Crusades in expanding European trade networks. This indicator was also developed to promote inquiry into the growth of the Ottoman Empire as a result of the Crusades.</p> <p><b>6.2.CX</b> Contextualize the historical effects of the expansion of the Turks and Mongols on Europe and Asia.</p> <p>This indicator was developed to encourage inquiry into the effects of Turk and Mongol expansion across Asia, North Africa, and much of the Byzantine Empire.</p> <p><b>6.2.CC</b> Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas.</p> <p>This indicator was created to encourage inquiry into the development of the Mali and Ghana Kingdoms, including gold and salt mining and the connection to trade routes. This indicator was also written to promote inquiry into the development of the Mayan, Aztec, and Inca Empires, to include advancements in astronomy, engineering, and farming techniques</p> <p><b>6.2.E</b> Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.</p>
<p><b>Development of the Atlantic World</b></p>	<p><b>Standard 3:</b> Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).</p> <p><b>Enduring Understanding:</b> European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.</p> <p><b>The student will:</b></p> <p><b>6.3.CO</b> Compare European motivations for exploration and settlement.</p> <p>This indicator was developed to encourage inquiry into European motivations for exploration and settlement as a result</p>

Key Concepts	Standards
	<p>of the closing of the Silk Road. This indicator was also written to foster inquiry into the development of the Atlantic World, and the resulting economic, political, and social transformations in European, American, and African societies.</p>
	<p><b>6.3.CE</b> Explain the impact of increased global exchanges on the development of the Atlantic World.</p> <p>This indicator was developed to encourage inquiry into the growing interconnectedness between Europe, Africa, and the Americas which led to increased global exchanges throughout the Atlantic World. The indicator also encourages inquiry into the development of human labor systems, cultural interactions, and the growth of economic markets.</p>
	<p><b>6.3.P</b> Summarize the impact of the Transatlantic Slave Trade on ideological, political, and social systems in the Atlantic World.</p> <p>This indicator was developed to encourage inquiry into the impact of the Transatlantic slave trade on Africa, Europe, and the Americas. This indicator promotes inquiry into the beginning of the Transatlantic slave trade, the ideological, economic, and political policies that upheld slavery, and how the slave trade led to the systematic oppression of Africans in the Atlantic World.</p>
	<p><b>6.3.CX</b> Contextualize the experience of indigenous peoples due to expansion and the conflict that arose from it.</p> <p>This indicator was developed to encourage inquiry into the impact of Transatlantic interaction with Europeans, Africans, and others on the indigenous populations of the Americas.</p>
	<p><b>6.3.CC</b> Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment.</p> <p>This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p>

Key Concepts	Standards
	<p><b>6.3.E</b> Analyze the short and long term impact of the Atlantic World's growth using primary and secondary sources across multiple perspectives.</p>
<p><b>Global Exchanges and Revolutions</b></p>	<p><b>Standard 4:</b> Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.</p>
	<p><b>Enduring Understanding:</b> Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.</p>
	<p><b>The student will:</b></p>
	<p><b>6.4.CO</b> Compare the political revolutions which resulted from the Enlightenment</p> <p>This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p>
	<p><b>6.4.CE</b> Analyze the economic, political, and social impacts of colonialism and the rise of imperialism.</p> <p>This indicator was developed to promote inquiry into the rise of imperialism from 1820–1919. The indicator also promotes inquiry into how the birth of the Industrial Revolution and the resulting rise of colonialism and imperialism impacted the world significantly.</p>
<p><b>6.4.P</b> Summarize the local and global impacts of the Industrial Revolution.</p> <p>This indicator was developed to promote inquiry into the impact of the Industrial Revolution on economic, political, and social aspects of countries around the world from 1760–1919.</p>	
<p><b>6.4.CX</b> Contextualize the environmental impact of the Industrial Revolution.</p> <p>This indicator was developed to promote inquiry into the relationship between the environment and the Agricultural Revolution, the Industrial Revolution, advanced technologies, and urbanization.</p>	

Key Concepts	Standards
	<p><b>6.4.CC</b> Analyze the progression of nationalism in the 19th through the early 20th century.</p> <p>This indicator was developed to promote inquiry into the changes and continuities in political systems from 1760–1919. This indicator also promotes inquiry into the spread of nationalism throughout the world.</p> <p><b>6.4.E</b> Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.</p>
<p><b>Global Interdependence</b></p>	<p><b>Standard 5:</b> Demonstrate an understanding of the development of global interdependence from 1920 to the present.</p>
	<p><b>Enduring Understanding:</b> The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.</p>
	<p><b>The student will:</b></p>
	<p><b>6.5.CO</b> Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and 21st centuries.</p> <p>This indicator was developed to encourage inquiry into the changes in human rights and social hierarchies. This indicator also prompts inquiry into the Women’s Suffrage Movement, the Civil Rights Movement, the independence movements in Africa, Asia, and India, and the end of Apartheid in South Africa.</p> <p><b>6.5.CE</b> Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries.</p> <p>This indicator was developed to promote inquiry into the cause and effect relationship between nationalism and world wars. This indicator was also developed to promote inquiry into genocide, including the Holocaust, as well as the creation of the Universal Declaration of Human Rights, and the ensuing conflict that resulted from the creation of the state of Israel.</p>

Key Concepts	Standards
	<p><b>6.5.P</b> Analyze the impact of increased global interdependence using the Great Depression and Cold War as major turning points in the 20th century.</p> <p>This indicator was developed to promote inquiry into the global impact of the Great Depression, using the Stock Market Crash of 1929 as a major turning point. This indicator was also developed to promote inquiry into the formation and expansion of states, including the function of supranational organizations, resulting from the Cold War.</p>
	<p><b>6.5.CX</b> Contextualize various sustainability efforts amid increasing global interdependence.</p> <p>This indicator was designed to promote inquiry into how countries are addressing cultural, economic, and environmental issues in order to promote local sustainability in an interconnected world.</p>
	<p><b>6.5.CC</b> Analyze the progression of technological developments and the resulting cultural diffusion throughout the 20th and 21st centuries.</p> <p>This indicator was developed to promote inquiry into the changes and continuities in cultural and communication technology from the invention of radio and telephone to the personal computer and internet. This indicator also supports inquiry into the changing role of technology at both the business, governmental, and personal levels.</p>
	<p><b>6.5.E</b> Analyze multiple perspectives on global interdependence during the 20th and 21st centuries through a variety of primary and secondary sources.</p>

## Grade 7

### Geography of World Regions

Seventh grade students will study Earth from a regional perspective, focusing on the continents. Students will study contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students will learn about Earth's physical conditions (e.g., climate, soils, vegetation) and how these features interact with Earth's other living features. This course also focuses on human systems and the sum of human activities and characteristics (e.g., culture, ethnicity, gender, language, population, religion) that vary across the Earth's surface. These systems also include the spatial distribution of population and the movement, settlement patterns, economic systems, and political systems. Students will explore the interactions between environment and society to learn how human activities modify Earth, how resources are used, and how physical systems, such as climate, present risks to humans. These regional conditions, both physical and cultural, create unique landscapes, an understanding of which lays the foundation for learning about connections to other peoples and places on Earth.

There are multiple approaches that can be employed to teach these standards including teaching the physical systems and human conditions (i.e., the first indicator in each standard) for each of the continents in one unit or by interweaving indicators within one standard while teaching regionally. If teaching regionally, the continents do not necessarily have to be taught in alphabetical order as they are listed. Regardless of the approach, these standards and indicators promote inquiry.

Instruction should utilize the geographical thinking skills and themes developed for grade seven. The progression of developmentally appropriate geographical thinking skills begins in kindergarten and builds with each year of geography instruction. These skills are aligned with the *Profile of the South Carolina Graduate* to include the characteristics of world-class knowledge, world-class skills, and life and career. Geographic literacy and geographic skills help students to understand past and current Earth conditions and better plan for the future. Skills used for geographic inquiry include: map use and construction, model development and other data visualization, and gathering evidence and communicating findings to better understand the conditions at and among places. Emphasis is placed on identifying, analyzing, and explaining spatial distributions and patterns related to the cultural, economic, environmental, political, and population geographies of contemporary world regions.

The indicators of each standard emphasize geographic skills used by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

To encourage inquiry, the grade seven Geography of World Regions standards are constructed around the following four themes:

**Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar

physical and human conditions. This theme most closely aligns with Indicator 1 within each Standard.

**Environment and Resources (ER)** – The ER theme encourages the study of Earth’s physical systems (climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. This theme most closely aligns with Indicator 2 within each Standard.

**Human Systems (HS)** – The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially. This theme most closely aligns with Indicators 3, 4, and 5 within each Standard.

**Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills such as mapping are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future. This theme most closely aligns with Indicator 6 within each Standard.

## Grade 7 Deconstructed Skills

Indicator	Expression
<p><b>M: Mapping-</b> Identify, use, interpret, and construct regional-scale maps.</p>	<p>To demonstrate their ability to use the skill of <b>mapping</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe the properties and functions of maps.</li> <li>• use a variety of paper and digital technologies to display and analyze geospatial data.</li> <li>• interpret maps for understanding and problem-solving.</li> <li>• construct maps using available technology for understanding and problem-solving.</li> </ul>
<p><b>MR: Models and Representations-</b> Identify, use, interpret, and construct geographic models and other visual representations at the regional-scale.</p>	<p>To demonstrate their ability to use the skill of <b>models and representations</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe alternative methods of displaying geospatial data.</li> <li>• use a variety of models and representations to display and analyze geospatial data.</li> <li>• interpret models and representations for understanding and problem-solving.</li> <li>• construct models and representations for understanding and problem-solving.</li> </ul>
<p><b>GE: Gather Evidence and Communicate Findings-</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional-scale.</p>	<p>To demonstrate their ability to <b>gather evidence and communicate findings</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify, collect, and analyze geospatial data.</li> <li>• develop problem statements and hypotheses to explain observable phenomena.</li> <li>• evaluate geospatial data and other data sources for accuracy, quality, perspective, and value.</li> <li>• synthesize and communicate findings using verbal, written, visual, or other appropriate forms.</li> </ul>
<p><b>CC: Conditions, Connections, and Regions-</b> Identify, compare, and evaluate the development of conditions, connections, and regions.</p>	<p>To demonstrate their ability to recognize <b>conditions, connections, and regions</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify the physical and human conditions of places and the connections among places.</li> <li>• compare the physical and human conditions of places and the connections among places.</li> <li>• evaluate the influence of places on other places.</li> <li>• evaluate the development of regions as they vary over time and space.</li> </ul>
<p><b>S: Scale-</b> Identify and compare spatial hierarchies.</p>	<p>To demonstrate their ability to understand <b>scale</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify spatial hierarchies from local to global scale.</li> </ul>

Indicator	Expression
	<ul style="list-style-type: none"> <li>analyze spatial hierarchies from local to global scale.</li> </ul>
<p><b>DP: Distribution and Patterns-</b> Identify and analyze spatial distributions, patterns, and associations.</p>	<p>To demonstrate their ability to understand <b>distribution and patterns</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>identify spatial distributions, patterns, and associations.</li> <li>analyze changes over time in spatial distributions, patterns, and associations.</li> </ul>

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## Grade 7 Standards

Continent	Standards
<b>Africa</b>	<p><b>Standard 1:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.</p>
	<p><b>Enduring Understanding:</b> Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>
	<p><b>The student will:</b></p>
	<p><b>7.1.1.PR</b> Identify select African physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the African continent, such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.1.2.ER</b> Identify climate and vegetation regions of Africa and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the African continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
<p><b>7.1.3.HS</b> Explain Africa’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the African continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>	
<p><b>7.1.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of African societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the African</p>	

Continent	Standards
	<p>continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
	<p><b>7.1.5.HS</b> Identify and analyze the current political borders using maps, and explain the connections between African places and other continents based upon factors such as colonialism, imperialism, independence movements, and regional alliances.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the African continent by different culture groups throughout history.</p>
	<p><b>7.1.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Africa at the local, regional, or global scale.</p>
Asia	<p><b>Standard 2:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.</p>
	<p><b>Enduring Understanding:</b> Asia is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Asian landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>
	<p><b>The student will:</b></p>
	<p><b>7.2.1.PR</b> Identify select Asian physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the Asian continent, such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.2.2.ER</b> Identify climate and vegetation regions of Asia and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the Asian continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
<p><b>7.2.3.HS</b> Explain Asia’s current human population distributions and</p>	

Continent	Standards
	<p>patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the Asian continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p> <hr/> <p><b>7.2.4.HS</b> Compare and contrast the physical and human conditions that lead to the creation of dynamic ethnic, gender, language, and religious landscapes of Asian societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the Asian continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p> <hr/> <p><b>7.2.5.HS</b> Identify and analyze the current political borders using maps, and explain the economic, political, and social connections between Asian places and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the Asian continent by different culture groups throughout history.</p> <hr/> <p><b>7.2.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Asia at the local, regional, or global scale.</p>
<b>Australia, Oceania, Antarctica</b>	<p><b>Standard 3:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.</p> <p><b>Enduring Understanding:</b> Australia and the southern Pacific (including Antarctica) is a geographically diverse area with a variety of physical features and social structures. The physical and cultural regional conditions create unique landscapes, an understanding of which lays the foundation for learning about the area’s connection to the other peoples and places on Earth.</p> <hr/> <p><b>The student will:</b></p> <hr/> <p><b>7.3.1.PR</b> Identify select Australia, Oceania, and Antarctica physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the</p>

Continent	Standards
	<p>primary physical and human characteristics of places within the region being studied such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.3.2.ER</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the Australia, Oceania, and Antarctic region and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
	<p><b>7.3.3.HS</b> Explain the current human population distributions and patterns of Australia, Oceania, and Antarctica, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the Australia, Oceania, and Antarctic region, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>
	<p><b>7.3.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of Australia, Oceania, and Antarctica.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the Australia, Oceania, and Antarctic region, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
	<p><b>7.3.5.HS</b> Identify and analyze the current political borders using maps, and explain resource relationships between Australia, Oceania, and Antarctica and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the Australia, Oceania, and Antarctic region by</p>

Continent	Standards
	<p data-bbox="662 243 1219 279">different culture groups throughout history.</p> <p data-bbox="433 323 548 359"><b>7.3.6.AG</b></p> <p data-bbox="662 323 1468 470">Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Australia, Oceania, or Antarctica at the local, regional, or global scale.</p>
<b>Europe</b>	<p data-bbox="433 480 1451 548"><b>Standard 4:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.</p>
	<p data-bbox="433 558 1451 737"><b>Enduring Understanding:</b> Europe is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique European landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>
	<p data-bbox="433 747 659 779"><b>The student will:</b></p>
	<p data-bbox="433 789 548 825"><b>7.4.1.PR</b></p> <p data-bbox="662 789 1349 856">Identify select European physical systems and human characteristics of places.</p> <p data-bbox="662 898 1435 1041">This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the European continent, such as landforms, water bodies, countries, and cities.</p>
	<p data-bbox="433 1083 548 1119"><b>7.4.2.ER</b></p> <p data-bbox="662 1083 1435 1192">Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p data-bbox="662 1234 1451 1413">This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the European continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
<p data-bbox="433 1455 548 1491"><b>7.4.3.HS</b></p> <p data-bbox="662 1455 1468 1564">Explain Europe’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p data-bbox="662 1606 1451 1785">This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the European continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>	
<p data-bbox="433 1827 548 1862"><b>7.4.4.HS</b></p> <p data-bbox="662 1827 1468 1892">Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language,</p>	

Continent	Standards
	<p>and religious landscapes of European societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the European continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p> <p><b>7.4.5.HS</b> Identify and analyze the current political borders using maps, and explain the connections between European countries based upon centripetal and centrifugal forces, as well as connections between European places and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the European continent by different culture groups throughout history.</p> <p><b>7.4.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Europe at the local, regional, or global scale.</p>
North America	<p><b>Standard 5:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.</p> <p><b>Enduring Understanding:</b> North America is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique North American landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p> <p><b>The student will:</b></p> <p><b>7.5.1.PR</b> Identify select North American physical systems and human characteristics of places.</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the North American continent, such as landforms, water bodies, countries, and cities.</p> <p><b>7.5.2.ER</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the North American continent and how the locations and characteristics</p>

Continent	Standards
	<p>of these systems influence livelihood choices available to people.</p> <p><b>7.5.3.HS</b> Explain North America’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the North American continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p> <p><b>7.5.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of North American societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the North American continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p> <p><b>7.5.5.HS</b> Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents.</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the North American continent by different culture groups throughout history.</p> <p><b>7.5.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing North America at the local, regional, or global scale.</p>
<b>South America</b>	<p><b>Standard 6:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.</p> <p><b>Enduring Understanding:</b> South America is a geographical structure. The physical and cultural regional conditions create unique South American landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.</p>

Continent	Standards
	<p><b>The student will:</b></p>
	<p><b>7.6.1.PR</b> Identify select South American physical systems (e.g., landforms and bodies of water), and human characteristics of places (e.g., countries and cities).</p> <p>This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the South American continent, such as landforms, water bodies, countries, and cities.</p>
	<p><b>7.6.2.ER</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the South American continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>
	<p><b>7.6.3.HS</b> Explain South America’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the South American continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p>
	<p><b>7.6.4.HS</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of South American societies.</p> <p>This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the South American continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
<p><b>7.6.5.HS</b> Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present</p>	

Continent	Standards
	<p>in South American societies, and explain the connections between South American places and other continents</p> <p>This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the South American continent by different culture groups throughout history.</p>
	<p><b>7.6.6.AG</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing South America at the local, regional, or global scale.</p>

## Grade 8

### South Carolina and the United States

Students will study the history of South Carolina, within context of United States history in grade eight. This study begins with South Carolina's colonial development and settlement as a British colony. South Carolinians played pivotal roles throughout the American Revolution and the Constitutional Convention, which established the foundations for the new nation. Sectional division came as a result of the growing institution of slavery, interpretations of the role of government, and expansion of the nation. South Carolina led the secession of Southern states, culminating in the Civil War. As the nation attempted to heal the wounds of the war, Reconstruction policies brought about political change while sectional division remained. The end of the 19<sup>th</sup> century ushered in industrialization to South Carolina and the nation, providing new opportunities for many people. Throughout the 20<sup>th</sup> century, South Carolina emerged as a national leader for defense production, agriculture, and tourism. As the state grew economically, social change was also brought on by the Civil Rights Movement. During the turn of the 21<sup>st</sup> century, South Carolina continues to attract businesses and people, while continuing to find solutions to new challenges.

Instruction should utilize the historical thinking skills and themes developed for grade eight. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate*, with a focus on world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards are categorized into content- and discipline-specific themes. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem-based learning. These themes also allow students the opportunity to create change by engaging in civic participation. To encourage inquiry, the grade eight South Carolina and the United States standards are constructed around the following themes:

**Civic Participation** – The Civic Participation theme encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels.

**Cultural Interactions** – The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.

**Development of Political Ideas and Institutions** – The Development of Political Ideas and Institutions theme encourages the study of South Carolina's leading role in establishing founding principles and documents that serve as the basis for our federal system of government. Citizens

continue to exercise their natural rights to define the role of government locally, regionally, and nationally through civic participation.

**Economic Decision Making** – The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.

**Geographic Relationships** – The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United States.

## Grade 8 Deconstructed Skills

Indicator	Expression
<p><b>CO: Comparison-</b> Utilize multiple characteristics of historical developments to create a comparative analysis.</p>	<p>To demonstrate their ability to use the skill of <b>comparison</b>, students should:</p> <ul style="list-style-type: none"> <li>• explain characteristics (i.e. who, what, where, why, when, and how) of historical developments.</li> <li>• categorize similarities and differences among historical developments.</li> </ul>
<p><b>CE: Causation-</b> Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.</p>	<p>To demonstrate their ability to use the skill of <b>causation</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify significant events that led to change or maintain continuity.</li> <li>• evaluate the causes of turning points and how they lead to change or continuity.</li> <li>• evaluate the effects of turning points and how they lead to change or continuity.</li> <li>• compare the importance of turning points related to causality.</li> </ul>
<p><b>P: Periodization-</b> Utilize significant turning points to justify the historical narrative of a time period.</p>	<p>To demonstrate their ability to think in terms of <b>periodization</b>, students should:</p> <ul style="list-style-type: none"> <li>• utilize turning points to identify historical periods according to historical themes.</li> <li>• explain how significant events and related developments lead to changes in historical periods.</li> <li>• justify the categorization of historical periods through the use of turning points and related developments.</li> </ul>
<p><b>CX: Context-</b> Explain how historical themes are used to determine context when analyzing significant events.</p>	<p>To demonstrate their ability to use <b>context</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe a historical theme.</li> <li>• distinguish historical events based on time and place.</li> <li>• analyze how historical developments affect the world in both historic and contemporary contexts.</li> <li>• explain how one event can be contextualized within more than one theme.</li> <li>• assess the impact of historical patterns on the conditions surrounding an event.</li> </ul>
<p><b>CC: Continuities and Changes-</b> Analyze significant turning points and theme-based patterns of continuities and changes within a period of time.</p>	<p>To demonstrate their ability to understand <b>continuities and changes</b>, students should:</p> <ul style="list-style-type: none"> <li>• define theme-based continuity and change.</li> <li>• cite evidence of theme-based continuities and changes within a period of time.</li> <li>• determine the significance of turning points in the context of theme-based patterns.</li> </ul>
<p><b>E: Evidence-</b> Identify, interpret, and utilize different forms of evidence, including</p>	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p>

<b>Indicator</b>	<b>Expression</b>
primary and secondary sources, used in an inquiry-based study of history.	<ul style="list-style-type: none"> <li>• compare various types of sources to be used in a historical study.</li> <li>• engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.</li> <li>• evaluate secondary sources for accuracy and validity.</li> <li>• examine multiple points of view to construct a historical argument.</li> <li>• corroborate multiple sources.</li> </ul>

## Grade 8 Standards

Key Concepts	Standards
<b>Settlement and Development</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500–1756.</p>
	<p><b>Enduring Understanding:</b> The Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity.</p>
	<p><b>The student will:</b></p>
	<p><b>8.1.CO</b> Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.</p> <p>This indicator was developed to encourage inquiry into how the three British colonial regions developed in terms of their culture, economies, geography, and labor. The indicator was also developed to encourage inquiry into the unique story of the development of South Carolina.</p>
	<p><b>8.1.CE</b> Analyze the factors that contributed to the development of South Carolina’s economic system and the subsequent impacts on different populations within the colony.</p> <p>This indicator was designed to encourage inquiry into the geographic and human factors that contributed to the development of South Carolina’s economic system. This indicator was also written to encourage inquiry into South Carolina’s distinct social and economic system as influenced by British Barbados.</p>
	<p><b>8.1.P</b> Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.</p> <p>This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.</p>
	<p><b>8.1.CX</b> Contextualize the development of South Carolina’s political institutions during the colonization of British North America.</p>

Key Concepts	Standards
	<p>This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p>
	<p><b>8.1.CC</b> Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.</p> <p>This indicator was developed to encourage inquiry into Native American civilizations and cultures prior to European contact and their interactions with Europeans during the period of settlement and colonization, including their efforts to preserve their cultures.</p>
	<p><b>8.1.E</b> Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.</p>
<b>Revolution and Identity</b>	<p><b>Standard 2:</b> Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757–1815.</p>
	<p><b>Enduring Understanding:</b> Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.</p>
	<p><b>The student will:</b></p>
	<p><b>8.2.CO</b> Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.</p> <p>This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.</p>
	<p><b>8.2.CE</b> Explain the economic, political, and social factors surrounding the American Revolution.</p> <p>This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p>
<p><b>8.2.P</b> Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.</p>	

Key Concepts	Standards
	<p>This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p><b>8.2.CX</b> Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.</p> <p>This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p><b>8.2.CC</b> Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>This indicator was developed to encourage inquiry into the immigration and migration patterns of different groups within South Carolina, including their economic, political, and social power to do so. This indicator also promotes inquiry into an exploration of such ideas as the expansion of slavery and hostilities with the native peoples.</p> <p><b>8.2.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<b>Compromises and Conflict</b>	<b>Standard 3:</b> Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.
	<b>Enduring Understanding:</b> As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.
	<b>The student will:</b>
	<p><b>8.3.CO</b> Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.</p> <p>This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.</p>
	<b>8.3.CE</b> Examine consequences of the major Civil War military strategies.

Key Concepts	Standards
	<p>This indicator was designed to encourage inquiry into the Civil War focusing on the impacts of military strategies and major turning points on South Carolina and the U.S.</p> <p><b>8.3.P</b> Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina.</p> <p>This indicator was developed to encourage inquiry into the changes that served as a catalyst for Reconstruction. The indicator was also designed to promote inquiry into how these actions affected the economic, political, and social conditions in the South.</p> <p><b>8.3.CX</b> Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world.</p> <p>This indicator was designed to encourage inquiry into the economic implications of the expansion of the rice and cotton industries. This indicator was also developed to promote inquiry into Westward Expansion, the mutually beneficial impact of cotton on Northern factories and Southern plantations, and the emerging national and international markets.</p> <p><b>8.3.CC</b> Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism.</p> <p>This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans and women, as the U.S. expanded westward and grappled with the development of new states.</p> <p><b>8.3.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.</p>
<p><b>At a Crossroads</b></p>	<p><b>Standard 4:</b> Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.</p> <p><b>Enduring Understanding:</b> Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.</p>

Key Concepts	Standards
	<p><b>The student will:</b></p>
	<p><b>8.4.CO</b> Compare perspectives toward reform that emerged during the Progressive Era.</p> <p>This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change.</p>
	<p><b>8.4.CE</b> Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>This indicator was developed to encourage inquiry into the significant causes of World War I and the factors leading to U.S. involvement. This indicator was also developed to promote inquiry into the effects of the war, to include its impact on the homefront, migration patterns, and continued foreign policy debates.</p>
	<p><b>8.4.P</b> Summarize the economic changes that emerged in South Carolina and the U.S.</p> <p>This indicator was designed to encourage inquiry into South Carolina’s changing agriculture, industry labor force, and political alignments. This indicator was also designed to promote inquiry into the relationship between South Carolina’s economy and global events, to include imperialism and World War I.</p>
	<p><b>8.4.CX</b> Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world.</p> <p>This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and expanding international markets.</p>
<p><b>8.4.CC</b> Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.</p> <p>This indicator was developed to encourage inquiry into the successes</p>	

Key Concepts	Standards
	<p>and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898.</p> <p><b>8.4.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p>
<b>Progress</b>	<p><b>Standard 5:</b> Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.</p>
	<p><b>Enduring Understanding:</b> As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina’s social standing and political alignment.</p>
	<p><b>The student will:</b></p>
	<p><b>8.5.CO</b> Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p> <p>This indicator was designed to promote inquiry into military and economic policies during World War II, to include the significance of military bases in South Carolina. This indicator was also developed to foster inquiry into postwar economic developments and demographic changes, to include the immigration of Jewish refugees following the Holocaust.</p>
<p><b>8.5.CE</b> Analyze the factors contributing to the shifts in the political party platforms between 1946–1972.</p> <p>This indicator was designed to foster inquiry into the changes in South Carolina’s political party platforms resulting from the Civil Rights Movement, from <i>Elmore v. Rice</i> to the national Democratic Party’s support of civil rights to Nixon’s Southern Strategy. This indicator also supports inquiry into the effect on South Carolina’s political party platforms resulting from the emergence of the national Republican Party’s positions on foreign policy, limited government, and free trade policies.</p>	
<p><b>8.5.P</b> Analyze the transformation of South Carolina’s economy from the Great Depression to its current economic diversification.</p>	

Key Concepts	Standards
	<p>This indicator was designed to promote inquiry into the devastation of the Great Depression and the impact of the New Deal on a largely agricultural South Carolina. This indicator was also designed to foster inquiry into the economic diversification between World War II and the present, to include tourism, global trade and industry, and the maintenance of military bases.</p>
<p><b>8.5.CX</b></p>	<p>Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.</p> <p>This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as <i>Briggs v. Elliot</i> and <i>Flemming v. South Carolina Electric and Gas</i>. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.</p>
<p><b>8.5.CC</b></p>	<p>Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.</p> <p>This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.</p>
<p><b>8.5.E</b></p>	<p>Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.</p>

## Human Geography

Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

Instruction should utilize geographic thinking skills and themes developed for grade nine. The progression of developmentally appropriate geographic thinking skills begins in kindergarten and builds with each year of social studies instruction with a specific geographic focus in grades three and seven. These skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. Geographic literacy and skills help students to understand past and current Earth conditions and better plan for the future. Skills used for geographic inquiry include: map use, map construction, and examining geographic data to identify patterns to analyze the changing interconnections between people and places. These skills allow for connections to be made between content when teaching systematically, rather than regionally, and to support project- or problem-based learning.

The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

To encourage inquiry, the grade nine Human Geography standards are constructed around the following four themes:

**Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.

**Environment and Resources (ER)** – The ER theme encourages the study of Earth's physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.

**Human Systems (HS)** – The HS theme encourages the study of various human activities and characteristics across Earth's surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.

**Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.

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## Human Geography Deconstructed Skills

Indicator	Expression
<p><b>M: Mapping-</b> Identify, use, interpret, and construct local through global scale maps.</p>	<p>To demonstrate their ability to use the skill of <b>mapping</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe the properties and functions of maps.</li> <li>• use a variety of paper and digital technologies to display and analyze geospatial data.</li> <li>• interpret maps for understanding and problem-solving.</li> <li>• construct maps using available technology for understanding and problem-solving.</li> </ul>
<p><b>MR: Models and Representation-</b> Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.</p>	<p>To demonstrate their ability to use the skill of <b>models and representation</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify and describe alternative methods of displaying geospatial data.</li> <li>• use a variety of models and representations to display and analyze geospatial data.</li> <li>• interpret models and representations for understanding and problem-solving.</li> <li>• construct models and representations for understanding and problem-solving.</li> </ul>
<p><b>GE: Gather Evidence and Communicate Findings-</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.</p>	<p>To demonstrate their ability to <b>gather evidence and communicate findings</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify, collect, and analyze geospatial data.</li> <li>• develop problem statements and hypotheses to explain observable phenomena.</li> <li>• evaluate geospatial data and other data sources for accuracy, perspective, quality, and value.</li> <li>• synthesize and communicate findings using verbal, written, visual, or other appropriate forms.</li> </ul>
<p><b>CC: Conditions, Connections, and Regions-</b> Identify, compare, and evaluate the development of complex conditions, connections, and regions.</p>	<p>To demonstrate their ability to recognize <b>conditions, connections, and regions</b> in the study of geography, students should:</p> <ul style="list-style-type: none"> <li>• identify the physical and human conditions of places and the connections between places.</li> <li>• compare the physical and human conditions of places and the connections among places.</li> <li>• evaluate the influence of places on other places.</li> <li>• evaluate the development of regions as they vary over time and space.</li> <li>• construct regions based on similar physical and human conditions.</li> </ul>

<b>Indicator</b>	<b>Expression</b>
<b>S: Scale-</b> Identify, compare, and interpret spatial hierarchies.	To demonstrate their ability to understand <b>scale</b> in the study of geography, students should: <ul style="list-style-type: none"> <li>• identify spatial hierarchies from local to global scale.</li> <li>• analyze spatial hierarchies from local to global scale.</li> <li>• evaluate outcomes as they vary by scale.</li> </ul>
<b>DP: Distribution and Patterns-</b> Identify, analyze, and explain spatial distributions, patterns, and associations.	To demonstrate their ability to understand <b>distribution and patterns</b> in the study of geography, students should: <ul style="list-style-type: none"> <li>• identify spatial distributions, patterns, and associations.</li> <li>• analyze changes over time in spatial distributions, patterns, and associations.</li> <li>• explain changes over time in extent for spatial phenomena.</li> </ul>

## Human Geography Standards

Key Concepts	Standards
<b>Population and Migration</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.</p>
	<p><b>Enduring Understanding:</b> Human populations and migration patterns vary across Earth’s surface and change through time. The interaction between human and environmental conditions helps to explain the characteristics, spatial distributions, and movements of human populations.</p>
	<p><b>The student will:</b></p>
	<p><b>HG.1.1.HS</b> Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.</p> <p>This indicator was developed to encourage inquiry into population distribution at different scales. This indicator also promotes inquiry into how population data is analyzed, created, and presented.</p>
	<p><b>HG.1.2. PR</b> Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.</p> <p>This indicator was designed to promote inquiry to understand the various push and pull factors that contribute to migration patterns at different scales. Case studies could create inquiry into patterns from rural to urban movements within countries, major and minor international movements, and both historical and contemporary examples. This indicator also promotes inquiry into describing different types of migration, including international and internal, involuntary (i.e., forced) and voluntary.</p>
	<p><b>HG.1.3.HS</b> Analyze historical population and migration maps and models through time to predict future trends and patterns.</p> <p>This indicator is designed to promote inquiry into changes in fertility and mortality as observed through study of the Demographic Transition Model as it applies to different countries and regions. The Migration Transition Model also provides a framework to explore historical migration patterns and predict future ones.</p>
	<p><b>HG.1.4.HS</b> Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations.</p> <p>This indicator is designed to promote inquiry into the issues</p>

Key Concepts	Standards
	<p>stemming from both aging and declining populations and policies that attempt to control population growth and decline. This indicator also promotes inquiry into large-scale voluntary migration patterns, and exploration of the economic, environmental, political, and social, conditions that then may lead to policies governing migration and pathways to citizenship, including quotas and guest worker systems.</p> <p><b>HG.1.5.HS</b> Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.</p> <p>This indicator is designed to promote inquiry into a broad range of impacts, both positive and negative, that human migration has on places that generate migrants, as well as those that receive migrants. This indicator is also designed to promote inquiry into how these impacts result from different types of migration including internal, international, involuntary, and voluntary, as well as how these impacts vary from place to place and at different scales.</p> <p><b>HG.1.6.AG</b> Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.</p>
<p><b>Economic Development</b></p>	<p><b>Standard 2:</b> Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth’s surface.</p>
	<p><b>Enduring Understanding:</b> Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.</p>
	<p><b>The student will:</b></p>
	<p><b>HG.2.1.PR</b> Identify regions of varying degrees of economic development, and explain the factors that influence the location and spatial distribution of these regions at the local and global scales using maps and geographic models and representations.</p> <p>This indicator was designed to encourage inquiry into the spatial distribution and measurement of development levels across the Earth.</p>
<p><b>HG.2.2.HS</b> Compare and evaluate different measures of development, and analyze patterns and trends in various regions of economic development.</p>	

Key Concepts	Standards
	<p data-bbox="586 279 1446 457">This indicator was developed to encourage inquiry into how a state measures development by analyzing economic, social, and demographic factors. This indicator also promotes inquiry into development trends. Equally important is inquiry into gender disparities.</p> <p data-bbox="386 506 1472 611"><b>HG.2.3.HS</b> Identify and analyze the spatial distributions and patterns of primary, secondary, and tertiary sectors and activities of production and consumption using maps and geographic models and representations.</p> <p data-bbox="586 653 1472 867">This indicator was developed to encourage inquiry into how different economic activities operate, how labor force involvement in each sector can help indicate development levels, and how the three economic sectors and activities of production and consumption are distributed at various scales. This indicator also promotes inquiry into changing gender roles throughout all sectors of the economy.</p> <p data-bbox="386 915 1472 1020"><b>HG.2.4.PR</b> Explain the conditions and connections that contribute to global interdependence of communications, economic, and transportation systems.</p> <p data-bbox="586 1062 1472 1241">This indicator was developed to encourage inquiry into the location-specific advantages in economics, communication, and transportation, and how these have changed over time. This indicator also promotes inquiry into the costs and barriers of economic development.</p> <p data-bbox="386 1289 1472 1394"><b>HG.2.5.ER</b> Analyze the distribution and patterns of energy production and consumption over time, and evaluate the impacts and sustainability of different energy sources at varying scales.</p> <p data-bbox="586 1436 1414 1650">This indicator was developed to encourage inquiry into the distribution of patterns that illustrate energy production and consumption by countries at different levels of development and over time. This indicator also promotes inquiry into how the development of alternative energy sources impact places of production and consumption over time.</p> <p data-bbox="386 1698 1472 1803"><b>HG.2.6.AG</b> Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.</p>
<b>Cultural</b>	<b>Standard 3:</b> Demonstrate an understanding of the characteristics of culture and

Key Concepts	Standards
<b>Patterns and Processes</b>	cultural patterns and processes across Earth’s surface.
	<b>Enduring Understanding:</b> There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth’s surface.
	<b>The student will:</b>
	<p data-bbox="383 489 1474 632"><b>HG.3.1.HS</b> Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.</p> <p data-bbox="586 667 1474 848">This indicator was developed to encourage inquiry into how popular and folk cultures are characteristically different and how they vary from place to and from time to time. This indicator also promotes inquiry into how factors influence the location and spatial distribution of these types of cultures.</p>
	<p data-bbox="383 898 1474 1003"><b>HG.3.2.HS</b> Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.</p> <p data-bbox="586 1039 1474 1220">This indicator was developed to encourage inquiry into cultural characteristics and patterns in different regions and at different scales across the world. This indicator also promotes inquiry into the processes driving cultural diffusion and how it impacts places at different scales.</p>
	<p data-bbox="383 1272 1474 1339"><b>HG.3.3.PR</b> Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.</p> <p data-bbox="586 1375 1474 1480">This indicator was developed to encourage inquiry into how cultural characteristics are determined by a broad range of factors and interactions specific to a place.</p>
<p data-bbox="383 1535 1474 1602"><b>HG.3.4.HS</b> Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.</p> <p data-bbox="586 1638 1474 1787">This indicator was developed to encourage inquiry into how increasing interdependence has brought different cultural groups greater contact with each other and the ways in which this contact shapes interactions.</p>	
<b>HG.3.5.PR</b> Compare and contrast cultural landscapes in various regions, and	

Key Concepts	Standards
	<p>analyze the human imprint on different landscapes.</p> <p>This indicator was developed to encourage inquiry into how popular and traditional culture shaped landscapes differently. This indicator also promotes inquiry into the ways in which cultural landscapes can be interpreted.</p>
<p><b>Political Organization of Space</b></p>	<p><b>Standard 4:</b> Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.</p>
	<p><b>Enduring Understanding:</b> Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth’s territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.</p>
	<p><b>The student will:</b></p>
	<p><b>HG.4.1HS</b> Identify and analyze patterns of territoriality and the relationships of power and spatial organization at various scales using maps and other geographic representations.</p> <p>This indicator was developed to encourage inquiry into how space is politically organized and controlled. This indicator also promotes inquiry into how countries spatially extend their power over other regions outside of their sovereignty.</p>
<p><b>HG.4.2.PR</b> Explain the conditions and connections that contribute to the creation of boundaries and states, and analyze how Earth’s surface is organized on a contemporary political map.</p> <p>This indicator was developed to encourage inquiry into the different types of boundaries that exist between countries and how these boundaries are created and administered. This indicator also promotes inquiry into how the contemporary political map is organized and how it has changed over time.</p>	
<p><b>HG.4.3.PR</b> Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions.</p> <p>This indicator was developed to encourage inquiry into how the modern state (i.e., country) system developed. This indicator also</p>	

Key Concepts	Standards
	<p>encourages inquiry into how ideas of autonomy, sovereignty, and self-determination can affect geopolitical developments.</p> <hr/> <p><b>HG.4.4.PR</b> Analyze how states spatially organize governance systems, and explain the distribution and patterns of these political systems in various regions.</p> <p>This indicator was developed to encourage inquiry into the range of ways that countries spatially organize their governments. This indicator also encourage inquiry into how the United States has organized its federal system to provide for democratic representation.</p> <hr/> <p><b>HG.4.5.HS</b> Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.</p> <p>This indicator was designed to encourage inquiry into how globalization and resource competition results in changes to the political map. This indicator also promotes inquiry into how globalization can create both cooperation and conflict.</p> <hr/> <p><b>HG.4.6.AG</b> Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.</p>
<b>Urban Land Use</b>	<p><b>Standard 5:</b> Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth’s surface.</p>
	<p><b>Enduring Understanding:</b> Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.</p>
	<p><b>The student will:</b></p>
	<p><b>HG.5.1.PR</b> Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.</p> <p>This indicator was designed to encourage inquiry into the location of cities, including a city’s site and its situation relative to other places. This indicator also prompts inquiry into geographic factors that define a city’s built characteristics and its functions, as well as its connections to other cities.</p>
	<p><b>HG.5.2.PR</b> Analyze and compare the arrangement of land used in human</p>

Key Concepts	Standards
	<p>settlements in different regions using maps, models, and representations.</p> <p>This indicator was designed to promote inquiry into how the spatial distribution of cities can be explored through geographic models and a broad range of visual representations. This indicator also promotes inquiry into how the internal structure of cities, such as its transportation systems and particular land uses, has changed over time.</p>
	<p><b>HG.5.3.ER</b> Identify and evaluate how the conditions and connections of settlements in various regions can create economic, environmental, political, social, and sustainability challenges at various scales.</p> <p>This indicator was designed to promote inquiry into the challenges faced by settlements in both urban and rural areas such as employment opportunities, effective governance, and appropriate infrastructure. This indicator also promotes inquiry into sustainability challenges cities face related to energy use, resource availability, and waste/pollution.</p>
	<p><b>HG.5.4.HS</b> Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.</p> <p>This indicator was designed to promote inquiry into how city size relates to the opportunities, goods, and services available there, and how those same features impact similar offerings in cities larger and smaller. This indicator also promotes inquiry into the ways in which geographic models can be used to analyze the structure, design, and planning of settlements.</p>
	<p><b>HG.5.5.PR</b> Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.</p> <p>This indicator was designed to promote inquiry into how core and periphery regions differ in urban population and how these differences create distinct land use and cultural patterns. This indicator was also designed to promote inquiry into the specific relationship between urban and rural areas concerning food production and consumption.</p>
	<p><b>HG.5.6.AG</b> Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and</p>

Key Concepts	Standards
	communicate findings.

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## Modern World History

Students will study the history of the Modern World in grade ten, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modern World from 1300–1500, global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present day (1933–present). Students will learn all Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.

Instruction should utilize the historical thinking skills and themes developed for grade 10. The progression of the developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem-based learning. To encourage inquiry, the grade 10 Modern World History standards are constructed around the following six themes:

**Cultural Development and Interaction** – The Cultural Development and Interaction theme encourages the study of the development of individual and collective cultures from multiple viewpoints. This includes effects on the various economic, political, and social systems over time, as well as the role cultures play within the world. Various religions, belief systems, philosophies, and cultural and artistic expressions are explored in order to understand how cultures are unique yet similar to one another.

**Economic Systems and Interaction** – The Economic Systems and Interaction theme encourages the study of human societies and the development of various economic systems including the production and distribution of goods and services, the development of trade and commerce between various societies and the world, and the causes and effects of economic growth and decline. Distribution of resources, innovations, and government policy drive the development, strength, and sustainability of societies over time and in movements such as colonialism, exploration, imperialism, and industrialization.

**Foundations of Government and State Building** – The Foundations of Government and State Building theme encourages the study of different state forms, such as dynasties, empires, and nation-states, while focusing on the growth of and the interactions among them. The various types of political systems, founding and important documents, as well as corresponding

ideological foundations will be explored. In addition, the development, governing systems, and sustainability of governments are included in this theme.

**Global Citizenship** – The Global Citizenship theme encourages the study of the roles and responsibilities of being an active member in a global society. Responsible global citizens understand global issues, understand perspectives of global interconnectedness, and advocate for cultural understanding to create international cooperation.

**Human Experience** – The Human Experience theme encourages the study of human and physical geography including a study of the human condition and its interaction with the world. This theme examines how societies develop over time using interactions between humans and geography to create different cultures and governments. The basis of this theme includes: belief systems, gender, hierarchies, migration, and specialization of labor.

**Innovation, Revolution, and Change** – The Innovation, Revolution, and Change theme encourages the study of major turning points in world history and their impact on societies and governments throughout the world. Global societies have been shaped by conflicts among nations, emerging advancements, ideas, and the technological rise of new global powers.

## Modern World History Deconstructed Skills

<b>Indicator</b>	<b>Expression</b>
<p><b>CO: Comparison-</b> Utilize similarities and differences among historical developments over time, place, and culture to create a comparative analysis.</p>	<p>To demonstrate their ability to use the skill of <b>comparison</b>, students should:</p> <ul style="list-style-type: none"> <li>● identify the characteristics of historical events over time, place, and culture.</li> <li>● categorize historical events according to similarities and differences.</li> <li>● construct conclusions about historical events.</li> </ul>
<p><b>CE: Causation-</b> Analyze and compare significant events, including the related causes and effects that affect historical continuity and change.</p>	<p>To demonstrate their ability to use the skill of <b>causation</b>, students should:</p> <ul style="list-style-type: none"> <li>● recognize the elements of continuity and change.</li> <li>● identify significant events in history.</li> <li>● understand the implications of cause and effect in relation to continuity and change.</li> <li>● explore the relationship of cause and effect in creating significant events in history.</li> <li>● compare the significance of turning points related to causality.</li> </ul>
<p><b>P: Periodization-</b> Summarize and analyze methods historians use to categorize historical developments and major turning points in order to create historical periodization.</p>	<p>To demonstrate their ability to think in terms of <b>periodization</b>, students should:</p> <ul style="list-style-type: none"> <li>● define and understand the characteristics of an era.</li> <li>● describe the methods by which historians categorize turning point into eras.</li> <li>● summarize major turning points and developments according to historical eras and themes.</li> </ul>
<p><b>CX: Context-</b> Analyze how historical events produce themes that create context by which we understand historical developments.</p>	<p>To demonstrate their ability to use <b>context</b>, students should:</p> <ul style="list-style-type: none"> <li>● distinguish events based on time and place.</li> <li>● identify patterns between various developments over time.</li> <li>● connect the relationship between identified historical themes and developments.</li> </ul>
<p><b>CC: Continuities and Changes-</b> Examine significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.</p>	<p>To demonstrate their ability to understand <b>continuities and changes</b>, students should:</p> <ul style="list-style-type: none"> <li>● define continuity and change.</li> <li>● identify patterns of continuity and change.</li> <li>● cite evidence of continuities and catalysts for changes within a period.</li> <li>● construct an argument that supports a catalyst of change for a significant event.</li> </ul>
<p><b>E: Evidence-</b> Identify, interpret, and utilize different forms of evidence, including primary and secondary</p>	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p>

<b>Indicator</b>	<b>Expression</b>
sources, used in an inquiry-based study of history.	<ul style="list-style-type: none"> <li>• use historical thinking skills to weigh primary sources and identify point of view, including the effect of the author’s position, group affiliation, or specific beliefs.</li> <li>• discern similarities and differences among multiple points of view.</li> <li>• organize multiple points of view to construct a historical argument.</li> </ul>

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## Modern World History Standards

Key Concepts	Standards
<b>Emergence of the Modern World</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the emergence of the modern world during the period of 1300–1500.</p>
	<p><b>Enduring Understanding:</b> The emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.1.CO</b> Compare and contrast the major political, social, and belief systems and their spatial distribution in the early modern world.</p> <p>This indicator was developed to encourage inquiry into the mosaic of the modern world between 1300 and 1500 focusing on the foundational understanding of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism as well as highlight the development of early kingdoms, empires, and nation states.</p>
	<p><b>MWH.1.CE</b> Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe.</p> <p>This indicator was developed to encourage inquiry into the causes and effects of the Black Death, the influence of the Catholic Church, and the Renaissance during the time period, and their implications on the development of the modern world.</p>
<p><b>MWH.1.P</b> Summarize the motivations of worldwide exploration and the influence of exploration on world civilizations.</p> <p>This indicator was developed to encourage inquiry into the interactions between the European countries, pre-Columbian societies, the world-wide enslavement of native peoples, as well as individual Asian societies focusing on trade, exploration, and the emergence of an imperial world.</p>	
<p><b>MWH.1.CX</b> Contextualize the Indian Ocean as the center of global exchanges within the historically significant Eastern Hemisphere trade networks.</p> <p>This indicator was developed to encourage inquiry into how the emergence of the Indian Ocean trade route, the Silk Road, and the power shifts between different groups happened as a result of</p>	

Key Concepts	Standards
	economies, politics, population, resources, and technology.
	<p><b>MWH.1.CC</b> Analyze continuities and changes within the rise and expansion of the Ottoman Empire and its implications on the world.</p> <p>This indicator was developed to encourage inquiry into the changes that are facilitated through shifts in economic systems, the strength of government, access to technology, and the strength of leaders in the Ottoman Empire. Further inquiry into the continuities and changes of the emergence, expansion, and significance of the Ottoman Empire, pre-Columbian societies, Asian societies, and Africa in the world during the period is also encouraged.</p>
	<p><b>MWH.1.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of global exchanges.</p>
<b>Commerce, Innovation, and Expansion</b>	<p><b>Standard 2:</b> Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.</p>
	<p><b>Enduring Understanding:</b> Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.2.CO</b> Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.</p> <p>This indicator was developed to encourage inquiry into political philosophies including monarchies, constitutional governments, autocracies, and democracies, and their impact on global affairs during the age of commerce, expansion, and innovation.</p>
	<p><b>MWH.2.CE</b> Summarize how major world revolutions created new global affairs and interactions.</p> <p>This indicator was developed to encourage inquiry into the causes of the new American democratic political institutions of the 18th century and their subsequent impact on the various political revolutions and institutions throughout the western hemisphere during the 19th century.</p>
<p><b>MWH.2.P</b> Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period</p>	

Key Concepts	Standards
	<p>1765–1815.</p> <p>This indicator was developed to encourage inquiry into the European Enlightenment, and how the ideas of the Enlightenment led to the British, American, French, Haitian, and Latin American Revolutions.</p> <p><b>MWH.2.CX</b> Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations.</p> <p>This indicator was developed to encourage inquiry into the revolutionary events, scientific and political innovators, and the philosophies surrounding the Scientific Revolution, the Enlightenment, and the Protestant Reformation in Europe.</p> <p><b>MWH.2.CC</b> Examine the continuities and changes in the development of world trade networks and colonialism.</p> <p>This indicator was developed to encourage inquiry into Atlantic exploration, colonialism, trade networks among African kingdoms and the increasing interaction between Asian countries due to trade.</p> <p><b>MWH.2.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.</p>
Nationalism and Industrialization	<p><b>Standard 3:</b> Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.</p> <p><b>Enduring Understanding:</b> The rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.</p> <p><b>The student will:</b></p> <p><b>MWH.3.CO</b> Compare the significant turning points in the development of nationalism and their implications on the world.</p> <p>This indicator was developed to encourage inquiry into imperialism, World War I and the development of nationalism on the world.</p> <p><b>MWH.3.CE</b> Analyze industrialization as a catalyst for new immigration and migration patterns.</p>

Key Concepts	Standards
	<p>This indicator was developed to encourage inquiry into the causes and effects of immigration and forced migration throughout the world.</p> <p><b>MWH.3.P</b> Summarize the installation of new governments during the Meiji Restoration, Russian Revolution, and Chinese Revolution.</p> <p>This indicator is intended to encourage inquiry into revolution and the challenges faced by the Chinese, Russian, and Meiji following the adoption of new government systems.</p> <p><b>MWH.3.CX</b> Contextualize industrialization within the various cultural and political changes occurring during the 19th century.</p> <p>This indicator was developed to encourage inquiry into how industrialization in Great Britain, the United States, and Germany between the Napoleonic Wars and World War I gave context for changes that occurred during the period.</p> <p><b>MWH.3.CC</b> Analyze continuities and changes in the quality of life in Europe resulting from industrialization.</p> <p>This indicator was developed to encourage inquiry into the continuities and changes in the quality of life of various industrial countries, including changes caused by technology, the creation of new sports and leisure activities, and urbanization and work-life.</p> <p><b>MWH.3.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization.</p>
<p><b>World Power Struggle</b></p>	<p><b>Standard 4:</b> Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.</p> <p><b>Enduring Understanding:</b> Emerging global power led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change.</p> <p><b>The student will:</b></p> <p><b>MWH.4.CO</b> Explain the motives for and effects of European countries in the Age of Imperialism.</p> <p>This indicator was developed to encourage inquiry into the demand for natural resources in order to fuel industrialization, the rise of</p>

Key Concepts	Standards
	<p data-bbox="597 279 1455 422">nationalism, and the increasing economic and political competition between countries. The indicator was also developed to promote inquiry into how countries competed for lands to imperialize in order to fulfill their economic needs.</p> <p data-bbox="386 470 1455 688"><b>MWH.4.CE</b> Analyze the significant causes of World War I and how the Treaty of Versailles attempted to resolve future global conflicts.  This indicator is intended to encourage inquiry into the significant causes of World War I and the impacts of the Treaty of Versailles, including its failure to prevent future global conflicts.</p> <p data-bbox="386 730 1455 949"><b>MWH.4.P</b> Summarize the significant technological innovations that led to the realignment of global powers.  This indicator is intended to encourage inquiry into how the development of industrialization and wartime technologies led to the realignment of global powers.</p> <p data-bbox="386 991 1455 1402"><b>MWH.4.CX</b> Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919–1950.  This indicator is intended to encourage inquiry into the relationship between World War II and interwar foreign policies, global business cycles, the rise of totalitarian regimes, and postwar alliances. This indicator was also developed to promote inquiry into the relationship between the Holocaust as state-sponsored systematic persecution and interwar totalitarianism, nationalism, economic turmoil, and World War II.</p> <p data-bbox="386 1444 1455 1663"><b>MWH.4.CC</b> Analyze significant political and economic developments as catalysts for changing the global power structures.  This indicator was developed to encourage inquiry into how new political ideas, events, leaders, and movements set the stage for a shift in power structures after World War II.</p> <p data-bbox="386 1705 1455 1822"><b>MWH.4.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives during the Age of Imperialism and among countries in world conflicts.</p>
	<b>Standard 5:</b> Demonstrate an understanding of the Modern Age from 1933 to

Key Concepts	Standards
<b>Integration</b>	present day.
	<b>Enduring Understanding:</b> The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.
	<b>The student will:</b>
	<p data-bbox="383 518 1466 594"><b>MWH.5.CO</b> Compare the cultural, economic, and political implications of the Cold War.</p> <p data-bbox="383 594 1466 779">This indicator was developed to encourage inquiry into the roots of democratic and communist ideals and how their influence spread through the modern world after the end of World War II.</p>
	<p data-bbox="383 779 1466 894"><b>MWH.5.CE</b> Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new countries during the period 1945–1975.</p> <p data-bbox="383 894 1466 1115">This indicator was developed to encourage inquiry into how the effects of decolonization and the subsequent rebuilding of the once colonized world changed the landscape of economic, geographic, political, and social affairs.</p>
<p data-bbox="383 1115 1466 1230"><b>MWH.5.P</b> Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes.</p> <p data-bbox="383 1230 1466 1486">This indicator was developed to encourage inquiry into how various international organizations were created and impacted the world through their work and the interconnectedness between the fall of communism, the emergence of democracies, and the new threats to security from rogue groups.</p>	
<p data-bbox="383 1486 1466 1602"><b>MWH.5.CX</b> Examine the Holocaust and its aftermath in providing the context for subsequent developments in international efforts to recognize and protect human rights.</p> <p data-bbox="383 1602 1466 1848">This indicator was intended to encourage inquiry into the human experience by examining the nature of oppression, civil war, and genocide. This indicator also supports inquiry into the struggle for civil rights and international efforts to protect human rights in the modern world.</p>	

Key Concepts	Standards
	<p><b>MWH.5.CC</b> Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989–present.</p> <p>This indicator was developed to encourage inquiry through three separate lenses: the core countries lens, the semi-periphery countries lens, and the periphery countries lens. This allows for the discovery of how major economic, geographic, political, religious, and social factors come together to create the modern world.</p>
	<p><b>MWH.5.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.</p>

## United States History and the Constitution

In the United States History and the Constitution course, students will employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including being drawn into world wars, on American politics and geopolitics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment.

Instruction should utilize the historical thinking skills and themes developed for grade 11. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project or problem based learning. These themes also allow students the opportunity to create change by engaging in civic participation. To encourage inquiry, the grade 11 United States History and the Constitution standards are constructed around the following six themes:

**American Culture and Identity** – The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.

**Capitalism and Technological Innovation** – The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.

**Expansion, Regionalism, and Union** – The Expansion, Regionalism, and Union theme encourages the study of American expansionism and the simultaneous process of socio-economic division, unity, and the proper role of the federal government in regulation. Over time, American regions, political factions, and national institutions have experienced divergent and convergent economic, political, and social perspectives.

**Founding Principles and Political Institutions** – The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes, and constitutional debates. Founding

principles, expressed in seminal documents, serve as the basis of unity, debates, and compromises over time.

**Migration and Mobility** – The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.

**Natural Rights and Social Development** – The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

## United States History and the Constitution Deconstructed Skills

Indicator	Expression
<p><b>CO: Comparison-</b> Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.</p>	<p>To demonstrate their ability to use the skill of <b>comparison</b>, students should:</p> <ul style="list-style-type: none"> <li>● identify the characteristics of historical events over time, place, and culture.</li> <li>● categorize historical events according to similarities and differences.</li> <li>● construct conclusions about historical events.</li> <li>● analyze the reasons for similarities and differences.</li> </ul>
<p><b>CE: Causation-</b> Evaluate significant turning points, including related causes and effects that affect historical continuity and change.</p>	<p>To demonstrate their ability to use the skill of <b>causation</b>, students should:</p> <ul style="list-style-type: none"> <li>● justify the long-term and short-term causes and consequences of significant events.</li> <li>● categorize and compare causes and consequences of various historical events.</li> <li>● differentiate causation from correlation or context.</li> </ul>
<p><b>P: Periodization-</b> Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.</p>	<p>To demonstrate their ability to think in terms of <b>periodization</b>, students should:</p> <ul style="list-style-type: none"> <li>● identify major turning points in American history.</li> <li>● define and understand the characteristics of an era.</li> <li>● describe the methods by which historians categorize events into eras.</li> <li>● summarize major events and developments according to historical eras and themes.</li> </ul>
<p><b>CX: Context-</b> Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.</p>	<p>To demonstrate their ability to use <b>context</b>, students should:</p> <ul style="list-style-type: none"> <li>● distinguish events based on time and place.</li> <li>● establish connections between relative historical topics.</li> <li>● connect specific events to broad historical themes and developments.</li> </ul>
<p><b>CC: Continuities and Changes-</b> Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.</p>	<p>To demonstrate their ability to understand <b>continuities and changes</b>, students should:</p> <ul style="list-style-type: none"> <li>● define continuity and change.</li> <li>● identify patterns of continuity and change chronologically and thematically.</li> <li>● compare the relative importance of continuities and changes among and transcending periods.</li> </ul>
<p><b>E: Evidence-</b> Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.</p>	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p> <ul style="list-style-type: none"> <li>● use historical thinking skills to weigh primary sources and identify point of view, including the effect of the author’s position, group affiliation, or specific beliefs.</li> </ul>

<b>Indicator</b>	<b>Expression</b>
	<ul style="list-style-type: none"><li>• discern similarities and differences among multiple points of view.</li><li>• utilize multiple points of view to construct a historical argument.</li></ul>

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## United States History and the Constitution Standards

Key Concepts	Standards
<b>Foundations of American Republicanism</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.</p>
	<p><b>Enduring Understanding:</b> The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.</p>
	<p><b>The student will:</b></p>
	<p><b>USHC.1.CO</b> Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis.</p> <p>This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government. This indicator was written to encourage inquiry into how these differences prompted the thirteen colonies to see themselves as exceptionally American by 1754.</p>
	<p><b>USHC.1.CE</b> Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791.</p> <p>This indicator was developed to encourage inquiry into the relative causes and effects of the American Revolution through an analysis of the political and social progression of colonial desires for reform to colonial desires for independence. In addition, this indicator encourages inquiry into the impact of early founding documents such as the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist Papers and the Bill of Rights.</p>
	<p><b>USHC.1.P</b> Summarize the changing relationship between individuals and the government during the period 1607–1800.</p> <p>This indicator was developed to encourage inquiry into how the concept of federalism took hold in the early United States. In addition, this indicator promotes inquiry into the progression from</p>

Key Concepts	Standards
	<p>a nation skeptical of a strong central government to a nation accepting of a division of power between the states and federal government.</p> <p><b>USHC.1.CX</b> Contextualize significant republican developments within North America’s connection to the Atlantic World.</p> <p>This indicator was developed to encourage inquiry into events in North America and Europe that sparked ideas of republicanism in the British colonies. This indicator was developed to encourage inquiry into how republican ideals helped some citizens, though marginalized groups still sought better opportunities and treatment.</p> <p><b>USHC.1.CC</b> Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789–1815.</p> <p>This indicator was developed to encourage inquiry into the continued debates over the role of the federal government in the affairs of states and citizens as evidenced in the development of the two party system. In addition, this indicator supports inquiry into the relationship of the United States with Europe and Native Americans in the west.</p> <p><b>USHC.1.E</b> Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.</p>
<b>Expansion and Union</b>	<p><b>Standard 2:</b> Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.</p> <p><b>Enduring Understanding:</b> The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.</p> <p><b>The student will:</b></p> <p><b>USHC.2.CO</b> Compare the economic, political, and social, development of the antebellum North and South from 1803–1860 using a comparative analysis.</p>

Key Concepts	Standards
	<p>This indicator was developed to encourage inquiry into sectionalism through an analysis of the emergence of a national market, changes in the two-party system, and effects on marginalized groups. Inquiry into the regional interdependence exemplified by the relationship between the cotton industry in the South and the factory system of the North is also supported by the indicator.</p>
	<p><b>USHC.2.CE</b> Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803–1865.</p> <p>This indicator was developed to encourage inquiry into the causes of American expansion, such as a growing and diversifying population and the expansion of the plantation economy. This indicator promotes inquiry into the relationship between sectionalism and political compromise, culminating in the Civil War.</p>
	<p><b>USHC.2.P</b> Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815–1865.</p> <p>This indicator was developed to encourage inquiry into how technology fostered the growth of the cotton industry, the factory system, and urban centers. In addition, this indicator facilitates inquiry into how the Abolitionist Movement and Women’s Rights Movements encouraged reforms.</p>
	<p><b>USHC.2.CX</b> Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830–1877.</p> <p>This indicator was developed to encourage inquiry into how events such as the Indian Removal Act, the Civil War, and Reconstruction prompted examination of the federal government’s role in protecting natural rights. In addition, this indicator supports inquiry into instances where disputes arose over the power of the federal government over state governments.</p>
	<p><b>USHC.2.CC</b> Differentiate the patterns of continuity and change within the development of sectionalism and reunion.</p> <p>This indicator was developed to encourage inquiry into how the legislative and judicial branches responded to sectionalism,</p>

Key Concepts	Standards
	<p>emancipation, westward expansion, and early industrialization. Inquiry into Reconstruction as a significant political and social turning point in United States history is supported by this indicator.</p> <p><b>USHC.2.E</b> Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.</p>
<b>Capitalism and Reform</b>	<p><b>Standard 3:</b> Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.</p>
	<p><b>Enduring Understanding:</b> Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.</p>
	<p><b>The student will:</b></p>
	<p><b>USHC.3.CO</b> Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.</p> <p>This indicator was developed to encourage inquiry into the economic, political, and social differences between industrial leaders and labor leaders. This indicator encourages inquiry into the post-Civil War growth of wealth, the conditions of the working class, and the response to industrialization and urbanization.</p>
	<p><b>USHC.3.CE</b> Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877–1924.</p> <p>This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party. This indicator supports inquiry into the multifaceted objectives of the Progressive Movement, including political and social reforms, which influenced both political parties of the period and resulted in lasting legislation.</p>
<p><b>USHC.3.P</b> Examine the relationship between the expanding corporate economy and American government during the period 1862–1924.</p> <p>This indicator was developed to encourage inquiry into the economic transformation in the late 19th and early 20th century</p>	

Key Concepts	Standards
	<p>resulting largely from technological innovations, corporate structures and government policies. This indicator also promotes inquiry into Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west.</p> <p><b>USHC.3.CX</b> Contextualize demographic changes resulting from economic development and growth during the Gilded Age.</p> <p>This indicator was developed to encourage inquiry into factors influencing migration and immigration such as federal support for settlement of western territories, increased industrialization and employment opportunities in major cities, and emergence of ethnic neighborhoods. This indicator was designed to support inquiry into additional factors influencing migration and immigration, such as refugees escaping from poverty, political turmoil, racial conflict, and natural disasters.</p> <p><b>USHC.3.CC</b> Analyze significant developments in the settlement of the frontier between 1862–1924.</p> <p>This indicator was developed to encourage inquiry into the changing economy of the west as well as the popularized concept of the “closing of the frontier.” Inquiry into the American west possessing a diverse population consisting of African Americans, Hispanic, Native American, and immigrants from Europe and Asia is supported by this indicator.</p> <p><b>USHC.3.E</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.</p>
<p><b>Modernism and Interventionism</b></p>	<p><b>Standard 4:</b> Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.</p>
	<p><b>Enduring Understanding:</b> Increasing global intervention led to opposing points of view regarding America’s proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.</p>
	<p><b>The student will:</b></p> <p><b>USHC.4.CO</b> Develop a comparative analysis of the motives for and outcomes</p>

Key Concepts	Standards
	<p>of American policies regarding foreign intervention.</p> <p>This indicator was developed to encourage inquiry into the political and economic motivations for the United States to intervene in Pacific and Latin American nations. This indicator was developed to encourage inquiry into the outcomes of American interventionism in World War I and World War II.</p>
<b>USHC.4.CE</b>	<p>Evaluate significant turning points, including the immediate and long-term causes and effects of the business cycles of capitalism.</p> <p>This indicator was developed to encourage inquiry into the causes and effects of the boom and bust cycles of the 1920s and 1930s. This indicator prompts inquiry into the continued debate over laissez-faire capitalism and progressive economic regulation as exemplified in the New Deal.</p>
<b>USHC.4.P</b>	<p>Summarize the changing role of the government in the economy during the period 1917–1945.</p> <p>This indicator was constructed to facilitate inquiry into how economic conditions prompted an evolution of fiscal and monetary policy featuring significant turning points. This indicator also supports inquiry into the laissez-faire policies of the 1920s, the balance of free markets and government intervention of the 1930s, and the command economies during World War I and World War II.</p>
<b>USHC.4.CX</b>	<p>Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.</p> <p>This indicator was developed to encourage inquiry into the shaping of American culture as a result of mass media, African American cultural and arts movements, and increased consumerism. This indicator also supports inquiry into the effects of nativism on government policy, continued discrimination against marginalized groups, and economic hardships on American culture during the 1920s and 1930s.</p>
<b>USHC.4.CC</b>	<p>Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.</p> <p>This indicator was developed to encourage inquiry into the</p>

Key Concepts	Standards
	<p>wartime domestic policies during periods of global conflict. This indicator also supports inquiry into America’s response to the Holocaust and the roles of African Americans and women related to the war effort.</p> <p><b>USHC.4.E</b> Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.</p>
<b>Legacy of the Cold War</b>	<p><b>Standard 5:</b> Demonstrate the impact of America’s global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.</p>
	<p><b>Enduring Understanding:</b> The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.</p>
	<p><b>The student will:</b></p>
	<p><b>USHC.5.CO</b> Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.</p> <p>This indicator was developed to encourage inquiry into the relative importance of medical advancements and the beginnings of the digital age. This indicator fosters inquiry into the new economic, governmental, and vocational spending policies developed as a result of competition with the Soviet Union.</p>
	<p><b>USHC.5.CE</b> Assess the immediate and long-term causes and effects through significant turning points of the Cold War.</p> <p>This indicator was developed to facilitate inquiry into the rivalry between the United States and the Soviet Union scientifically, economically, ideologically, and socially. This indicator also promotes inquiry into the proxy wars conducted on the Korean peninsula and in Vietnam.</p>
<p><b>USHC.5.P</b> Summarize the changes in the major American political party platforms during the period.</p> <p>This indicator was developed to encourage inquiry into how different party platforms evolved following World War II. This indicator promotes inquiry into how the major parties came to represent different approaches to fiscal and political governance as</p>	

Key Concepts	Standards
	<p>well as social and judicial policies.</p>
	<p><b>USHC.5.CX</b> Contextualize domestic economic development and American national identity within global politics.</p> <p>This indicator was designed to support inquiry into the relationship between the Cold War and post-9/11 eras on the shaping of the American identity. This indicator also promotes inquiry into the impact of social and economic developments since the Election of 1980 on the American identity.</p>
	<p><b>USHC.5.CC</b> Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.</p> <p>This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator.</p>
	<p><b>USHC.5.E</b> Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.</p>

## United States Government

Students study United States Government in grade twelve, beginning with the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students will learn how various powers are granted and distributed among the different branches and levels of government, and how checks and balances prevent one branch from overpowering the others. Additionally, students will investigate how American political values are formed and how government functions through individual participation and policy making. In order to continue to thrive, a strong democracy relies on active participation by informed individuals dedicated to upholding the rule of law and individual rights. Overall, the study of United States Government provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens.

Instruction should utilize political science thinking skills and themes developed for grade 12. The progression of developmentally appropriate political science thinking skills begins in kindergarten and builds with each year of social studies instruction. These political science thinking skills are aligned with the Profile of the South Carolina Graduate of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project- or problem-based learning. To encourage inquiry, the grade 12 United States Government standards are constructed around the following three themes:

**Civic Engagement** – The Civic Engagement theme encourages the study of and the importance of active participation in the constitutional democracy of the United States. Active civic engagement reflects personal values and a society's prioritization of civil rights and responsibilities. American constitutional democracy functions upon the key ideas of balance of powers, the establishment of government by the consent of the governed, and federalism. These principles guide governmental leaders in creating and enforcing laws that support fundamental American political values.

**Political Values and Institutions** – The Political Values and Institutions theme encourages the study of founding documents and philosophies, the socio-political context in which they were created and their importance in the continuing development of the constitutional democracy found in the United States. A practical knowledge of laws, politics, and governmental structure at the local, state, national, and global level is important in the development of an informed, involved citizenry.

**Process of Law** – The Process of Law theme encourages the study of the creation, execution, and interpretation of law in the United States political system. Founding principles guide the public policies developed to address new challenges and issues. By design, effective

governmental decision making at the local, state, national, and global levels is a complex process that involves compromise and consensus building.

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## United States Government Deconstructed Skills

<b>Indicator</b>	<b>Expression</b>
<p><b>ER: Establish Relationships-</b> Clearly state, define, explain, and draw connections between ideas and terms.</p>	<p>To demonstrate their ability to <b>establish relationships</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify and define key terms relating to the study of United States government.</li> <li>• identify and summarize the main idea, important details, and cause and effect relationships of government.</li> </ul>
<p><b>IN: Interpret-</b> Gather, interpret, and evidence, including primary and secondary sources, to analyze data and establish an informed opinion.</p>	<p>To demonstrate their ability to <b>interpret</b> information from multiple sources, students should:</p> <ul style="list-style-type: none"> <li>• identify and interpret primary and secondary sources.</li> <li>• analyze political cartoons and media sources to detect multiple perspectives and determine evidence of bias.</li> <li>• research multiple sources to answer questions related to the social sciences and to develop an informed opinion.</li> </ul>
<p><b>CC: Communicate and Conclude-</b> Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.</p>	<p>To demonstrate their ability to <b>communicate and conclude</b> informed opinions, students should:</p> <ul style="list-style-type: none"> <li>• evaluate multiple sources of information to develop an informed opinion.</li> <li>• formulate an informed opinion and engage in positive discourse.</li> <li>• identify and evaluate public policy issues and outcomes to develop an informed opinion and generate possible alternative solutions.</li> <li>• debate public policy issues, clarify positions on those issues, and consider opposing viewpoints.</li> </ul>
<p><b>IP: Informed Participation-</b> Use acquired knowledge to engage in the governing process through informed decision making.</p>	<p>To demonstrate the practice of <b>informed participation</b>, students should:</p> <ul style="list-style-type: none"> <li>• use acquired knowledge to participate in the political process as an informed citizen.</li> <li>• participate in community events to develop higher levels of collaboration, problem solving, and interpersonal skills.</li> <li>• utilize technology, resources, and critical thinking skills to discern legitimacy and detect bias at the local, state, national, and global level.</li> </ul>

## United States Government Standards

Key Concept	Standards
<b>Foundations of Democracy</b>	<p><b>Standard 1:</b> Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.</p>
	<p><b>Enduring Understanding:</b> The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</p>
	<p><b>The student will:</b></p>
	<p><b>USG.1.ER</b>      Analyze the philosophical influences on core political principles in the American constitutional democracy.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into the historical and philosophical origins of American government and the purpose of government in a democracy. This includes inquiry into the legacies of Greek democracy and Roman republicanism, as well as the impact of Enlightenment thinkers on the formation of America’s constitutional democracy.</p>
	<p><b>USG.1.IN</b>      Interpret founding documents and principles that led to the creation of the American constitutional democracy.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into the historical and philosophical origins of the American constitutional government presented in the Founding Documents, which provide the structure and framework on which the nation is governed. This indicator also encourages inquiry into the ideas that influenced the Framers of the Constitution and their contributions to the creation of the Constitution.</p>
	<p><b>USG.1.CC</b>      Analyze the major debates and compromises underlying the formation and ratification of the Constitution.</p> <p style="padding-left: 40px;">This indicator was developed to encourage inquiry into the crucial events and conflicts that led to the ratification of the United States Constitution. This indicator also encourages inquiry into the major debates and compromises at the Constitutional Convention and how economic, political, and social goals impacted the formation of the new government.</p>

Key Concept	Standards
	<p><b>USG.1.IP</b> Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations.</p> <p>This indicator was developed to encourage inquiry into how the American idea of constitutional government has distinctively shaped American society. Further inquiry into this indicator focuses on the extent to which the Constitution is a living document, capable of being altered over time as needed, and how these changes may personally impact students.</p>
Government Structure	<p><b>Standard 2:</b> Demonstrate an understanding of the structure and functions of government at all levels in the United States.</p>
	<p><b>Enduring Understanding:</b> In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.</p>
	<p><b>The student will:</b></p>
	<p><b>USG.2.ER</b> Explain the authority, organization, purposes, and responsibilities of the three branches of government as enumerated in Articles I–III in the Constitution.</p> <p>This indicator was developed to encourage inquiry into the formal and informal structure, roles, and operations of the legislative, executive, and judicial branches of the national government, including the specific powers of each branch. Additionally, this indicator promotes inquiry into the extent to which the three branches are interdependent.</p>
	<p><b>USG.2.IN</b> Analyze how power and responsibility are distributed, shared, and limited in the American constitutional government.</p> <p>This indicator was developed to encourage inquiry into how the principles of American democracy are reflected in the Constitution and the Bill of Rights, as well as in the organization and actions of federal, state, and local governmental entities. Further inquiry encourages discourse on how the interpretation and application of American democratic principles continue to evolve over time.</p>
	<p><b>USG.2.CC</b> Explain how governments in South Carolina are organized and how they function in the American constitutional government.</p>

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into how state and local governments are organized and how they function under the American constitutional government. This indicator encourages further inquiry into how federalism provides for several levels of government supported by many state and local officials.</p> <p><b>USG.2.IP</b> Synthesize why the rule of law has a central place in American society and the impact it has on the American political system.</p> <p>This indicator was developed to encourage inquiry into how the U.S. Constitution shapes the actions of governments and politics, draws its authority from the people, and defines the extent and limits of government power and the rights of citizens. This indicator also promotes inquiry into the reasons particular laws have been passed and the role of the federal and state judiciary system to resolve arising controversies.</p>
<b>The Political Process</b>	<p><b>Standard 3:</b> Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.</p>
	<p><b>Enduring Understanding:</b> American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one’s belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.</p>
	<p><b>The student will:</b></p>
	<p><b>USG.3.ER</b> Describe the policy making process in the American constitutional government.</p> <p>This indicator was developed to encourage inquiry into public policy as a result of interactions among various stakeholders, institutions, and processes. This indicator also promotes inquiry into how public policy is made at all levels of government and how investigations of these policy networks in domestic, economic, and foreign policy shows relationships to federalism, the impact of interest groups, parties, and elections.</p>
<p><b>USG.3.IN</b> Interpret how American political beliefs are shaped by the founding principles, core values, and changing demographics of America, and how those beliefs led to the creation of ideological trends which affect public policy over time.</p>	

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into the variety of beliefs that individual citizens hold about their government, their leaders, and the United States political system in general and how those beliefs are formed and evolve over time. The indicator also promotes inquiry into how citizen beliefs about government are shaped by a variety of factors and ultimately leads to political ideologies that shape and influence public debates and choices in the American constitutional government.</p>
	<p><b>USG.3.CC</b> Investigate the role of linkage institutions (i.e. media, interest groups, political parties), and explain how they shape public agenda and opinion.</p> <p>This indicator was developed to encourage inquiry into the organizations and mechanisms that allow citizens to indirectly organize and communicate their interests and concerns which influence the public agenda and public policy.</p>
	<p><b>USG.3.IP</b> Explain how the electoral process works in federal elections and the effects those elections have on U.S. government.</p> <p>This indicator was developed to encourage inquiry into how to gauge the fairness and effectiveness of the electoral process in the U.S. and the outcomes elections have on the U.S. government. This indicator was also developed to prompt inquiry into the historic struggles over the extension of suffrage and the impact of federal policies on campaigning and electoral rules.</p>
<b>Citizenship</b>	<p><b>Standard 4:</b> Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.</p>
	<p><b>Enduring Understanding:</b> A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government.</p>
	<p><b>The student will:</b></p> <p><b>USG.4.ER</b> Describe the criteria and process for immigration to and citizenship in the U.S., and explain how the U.S. has expanded and limited the concept of citizenship over time.</p> <p>This indicator was developed to encourage inquiry into how individuals become citizens in the U.S. and how the U.S. has expanded and limited citizenship over time. Further, examination</p>

Key Concept	Standards
	<p>promotes inquiry into the rights and responsibilities held by citizens of the U.S.</p>
	<p><b>USG.4.IN</b> Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.</p> <p>This indicator was developed to encourage inquiry into the rights the Constitution protects and the responsibilities citizens have through active participation to ensure those rights for themselves and future generations. This indicator also promotes inquiry into how the Constitution of the United States, Bill of Rights, and additional amendments emphasize liberty and individual rights and how these rights often conflict with each other.</p>
	<p><b>USG.4.CC</b> Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society’s opportunities and public facilities.</p> <p>This indicator was developed to encourage inquiry into how individual rights have evolved through social movements, constitutional provisions, and landmark legislation. Further investigation prompts inquiry into how marginalized Americans have struggled and continue to push for equality and expanded rights.</p>
	<p><b>USG.4.IP</b> Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.</p> <p>This indicator was developed to encourage inquiry into the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society. This indicator also promotes inquiry into the function of civic participation in addressing public issues and the importance of discussing issues and making judgements with balanced information, evidence, civility, respect, and fairness.</p>

## Economics and Personal Finance

Students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being. Traditionally, the field of economics is divided into two categories: microeconomics and macroeconomics. In the domain of microeconomics, students will survey the impact of demand, supply, various market structures, and government policies have on market prices for goods, services, and wages for workers. Inquiry into macroeconomics involves observing trends in the economy at large and the policies that are undertaken to promote the economic well-being of a society. Holistically, the study of economics and personal finance provides a basis for students to develop the skills necessary to live and thrive financially in the 21st century, and participate in society as active and informed decision-makers.

Instruction should utilize the economic thinking skills and themes developed for economics and personal finance. The progression of the developmentally appropriate economic thinking skills begins in kindergarten and builds with each year of social studies instruction. These economic thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project- or problem-based learning. To encourage inquiry, the Economics and Personal Finance standards are constructed around the following three themes:

**Exchange and Markets** – The Exchange and Markets theme encourages the study of how individuals engage in voluntary exchange when both parties determine that the benefits outweigh the costs. Markets have evolved over time in order to facilitate the exchange of goods and services, while prices and wages fluctuate based on competition within the marketplace.

**Indicators and Policy Making** – The Indicators and Policy Making theme encourages the analysis of economic indicators as a measure of the health of the economy and its progress toward economic goals. Government policies are used to stabilize the economy, prioritize economic goals, and facilitate global interaction. Various philosophies and schools of economic thought influence economic decisions and public policies.

**Role of Incentives** – The Role of Incentives theme encourages the study of how decisions are made at the local, state, national and global levels as a result of scarce resources. In order to set goals, engaged participants utilize cost-benefit analysis by understanding the role of self-interests and consequences in the decision-making process.

## Economics and Personal Finance Deconstructed Skills

<b>Indicator</b>	<b>Expression</b>
<p><b>ER: Establish Relationships-</b> Clearly state, define, explain, and draw connections between ideas and terms.</p>	<p>To demonstrate their ability to <b>establish relationships</b>, students should:</p> <ul style="list-style-type: none"> <li>• identify and define key terms relating to the study of economics and personal finance.</li> <li>• identify and summarize main idea, important details, and cause and effect relationships on the economy.</li> </ul>
<p><b>IN: Interpret-</b> Gather, interpret, and construct data and graphs to evaluate the impact of changes in the economy.</p>	<p>To demonstrate their ability to <b>interpret</b> information from multiple sources, students should:</p> <ul style="list-style-type: none"> <li>• explore and utilize data to evaluate the cost and benefits of economic and financial choices.</li> <li>• identify and analyze important data used to assess economic well-being.</li> <li>• gather data and information from multiple sources to identify bias and create an informed perspective.</li> <li>• analyze and create charts, graphs, and infographics to illustrate the impact of changes in economic conditions.</li> </ul>
<p><b>CC: Communicate and Conclude-</b> Utilize research from a variety sources to discuss policies and ideas in order to create a well-developed argument.</p>	<p>To demonstrate their ability to <b>communicate and conclude</b> informed opinions, students should:</p> <ul style="list-style-type: none"> <li>• demonstrate civil discourse in interactions concerning decision-making.</li> <li>• identify and evaluate economic issues and outcomes to develop an informed opinion and generate possible alternative solutions.</li> <li>• evaluate multiple sources of information to develop and communicate an informed opinion.</li> <li>• debate economic issues, clarify positions on those issues, and consider opposing viewpoints.</li> </ul>
<p><b>IP: Informed Participation-</b> Use acquired knowledge to engage in the marketplace through informed decision making.</p>	<p>To demonstrate the practice of <b>informed participation</b>, students should:</p> <ul style="list-style-type: none"> <li>• investigate a variety of financial options and make decisions based on sound economic practices.</li> <li>• evaluate the impact of policy decisions at the local, state, national and global spheres and take a stand.</li> <li>• use the tools of economic analysis to actively participate in the market as an informed consumer and worker.</li> </ul>

## Economics and Personal Finance Standards

Key Concept	Standards
<b>Economic Concepts</b>	<p><b>Standard 1:</b> Demonstrate an understanding of fundamental economic concepts at an individual, business, and governmental level.</p>
	<p><b>Enduring Understanding:</b> The study of economics enables students to make informed decisions about limited resources. Scarcity is an unavoidable reality because societies do not have enough productive resources to satisfy the wants and needs of all individuals. Therefore, choices must be made concerning the production and distribution of resources. Understanding basic economic concepts allows students to adequately compete for resources in the marketplace.</p>
	<p><b>The student will:</b></p>
	<p><b>EPF.1.ER</b> Examine how scarcity of time and resources necessitates decision-making.</p> <p>This indicator was developed to encourage inquiry into how people and societies compete for and allocate resources. The indicator was also designed to promote inquiry into how scarcity necessitates choices of certain resources over others.</p>
	<p><b>EPF.1.IN</b> Research and utilize evidence to explain how various economic systems address the basic economic questions regarding distribution of resources.</p> <p>This indicator was developed to encourage inquiry into how a society’s economic system helps deal with the fundamental economic problem of scarcity. This indicator also prompts the exploration of multiple sources of information and data to analyze the advantages and disadvantages of different types of economic systems throughout the world, and their outcomes on economic and societal well-being.</p>
<p><b>EPF.1.CC</b> Determine how society’s allocation of resources impacts economic well-being using a production possibilities curve.</p> <p>This indicator was developed to encourage inquiry into the production alternatives encountered by societies using the production possibilities curve. This indicator also promotes inquiry into how the production possibilities model can be used to illustrate the impact of changes in resources and economic growth, while also providing the basis for trade.</p>	

Key Concept	Standards
	<p><b>EFP.1.IP</b> Evaluate how short-term goals allow individuals and institutions to make rational decisions using marginal analysis.</p> <p>This indicator was developed to encourage inquiry into the use of rational decision-making using marginal analysis. This indicator also encourages inquiry into the processes utilized by individuals, businesses, and governmental agencies to set long- and short-term goals.</p>
<b>Financial Literacy</b>	<p><b>Standard 2:</b> Demonstrate an understanding of how scarcity and choice influence individual financial decisions.</p>
	<p><b>Enduring Understanding:</b> Financial literacy is imperative in making individual economic decisions regarding spending, careers, and setting short- and long-term financial goals. The tools of decision-making and marginal analysis are essential in evaluating possible financial options. The ability to make wise choices can impact one's standard of living and future earning potential.</p>
	<p><b>The student will:</b></p>
	<p><b>EPF.2.ER</b> Research and analyze the factors that impact personal income and long-term earning potential.</p> <p>This indicator was developed to encourage inquiry into the factors that influence personal income. It also prompts inquiry into various post-secondary options and the opportunity cost incurred when various college or career paths are taken.</p>
<p><b>EPF.2.IN</b> Identify and explain the functions of different types of financial institutions and how they assist individuals in achieving short- and long-term financial goals.</p> <p>This indicator was developed to encourage inquiry into how financial institutions act as intermediaries between savers and borrowers, and how they facilitate the flow of money in the economy. This indicator also prompts the examination of the relationship between financial institutions and the public to enable liquidity and facilitate economic growth.</p>	
<p><b>EPF.2.CC</b> Determine financially responsible ways that individuals acquire and use credit.</p> <p>This indicator was developed to encourage inquiry into the various forms of credit and the advantages and disadvantages of using credit for purchases. This indicator also encourages inquiry into the importance of establishing and maintaining good credit and the indicators of creditworthiness.</p>	

Key Concept	Standards
	<p><b>EPF.2.IP</b> Develop a personal finance strategy for investing, protecting, purchasing, and saving resources.</p> <p>This indicator was developed to encourage inquiry into the process of effectively managing income by creating a personal budget. Further inquiry into this indicator encourages active discourse on the merits and consequences of saving and investing.</p>
Microeconomics	<p><b>Standard 3:</b> Demonstrate an understanding of basic microeconomic principles.</p> <p><b>Enduring Understanding:</b> Microeconomics investigates the impact of individual decisions on the distribution of scarce resources. A working knowledge of supply and demand and market structures is necessary to understand the study of microeconomics. Changes in demand, supply, and the level of competition in various market structures can affect price and output levels for consumers and profit levels for producers.</p>
	<p><b>The student will:</b></p>
	<p><b>EPF.3.ER</b> Apply the laws of supply and demand to determine how changes in market conditions affect prices.</p> <p>This indicator was developed to encourage inquiry into the development of markets through the interaction of supply and demand, and how prices emerge to act as signals concerning the allocation of resources.</p>
	<p><b>EPF.3.IN</b> Compare and contrast how the organization of various market structures affects decisions and outcomes of individuals and firms.</p> <p>This indicator was developed to encourage inquiry into the characteristics of different market structures, their merits and limitations, and how these impact decision-making and the welfare of both consumers and producers.</p>
<p><b>EPF.3.CC</b> Illustrate market equilibrium and the impact of shifts in supply and demand, different elasticities, and price controls on market output and price.</p> <p>This indicator was developed to encourage inquiry into the reasons for changes in market price and quantity. Inquiry into this indicator examines how market conditions and policies alter market equilibrium and economic incentives.</p>	
<p><b>EPF.3.IP</b> Research and evaluate geopolitical influences on employment trends and issues at the state and national level.</p>	

Key Concept	Standards
	<p>This indicator was developed to encourage inquiry into state and national trends and issues in the job market. This indicator also prompts inquiry into how international trade, geography, government policies, collective bargaining, labor market conditions, and the prices of goods and services affect employment trends.</p>
Macroeconomics	<p><b>Standard 4:</b> Demonstrate an understanding of basic macroeconomic principles.</p>
	<p><b>Enduring Understanding:</b> Macroeconomics focuses on the behavior and performance of the economy as a whole. Analysis of macroeconomic data provides important information pertaining to the economic well-being of a society and prompts governments to make reasonable corrections as necessary. Government intervention is often used to stabilize and safeguard the economy; however, it is frequently met with strong reactions and opinions from both the public and institutions alike.</p>
	<p><b>The student will:</b></p>
	<p><b>EPF.4.ER</b> Identify and analyze important economic indicators and data used to gauge the economic well-being of a society.</p> <p>This indicator was designed to encourage inquiry into how individuals, businesses, the government, and the foreign sector interact and how economic indicators, such as Gross Domestic Product, unemployment and inflation data, are used to measure the health of an economy.</p>
	<p><b>EPF.4.IN</b> Provide justification for or against regulation in a free-enterprise system.</p> <p>This indicator was designed to encourage inquiry into how the United States government and other entities promote the economic goals of price stability, full employment, and economic growth through the use of fiscal and monetary policies. This indicator also investigates the role of the Federal Reserve system in overseeing the U.S. banking system and regulating the money supply in the economy.</p>
	<p><b>EPF.4.CC</b> Evaluate the impact of globalization and trade on the economic well-being of a country.</p> <p>This indicator was developed to encourage inquiry into the positive and negative effects of globalization and trade on individuals, businesses, and countries. As a result of the interconnectedness of markets throughout the world, societies adopt policies that promote and/or discourage trade liberalization, which may include international organizations, treaties, tariffs, quotas and embargoes.</p>

Key Concept	Standards
	<p data-bbox="375 281 1354 352"><b>EPF.4.IP</b> Investigate contemporary economic policies, and analyze how political ideologies influenced their implementation.</p> <p data-bbox="558 394 1455 642">This indicator was developed to encourage inquiry into recent and currently debated economic policies and their possible effects on individuals, businesses, and the American political system. This indicator was designed to encourage the use of economic reasoning to promote critical thinking about significant policy issues and their impact on the well-being of individuals and economic growth of societies.</p>

## **Teaching the History and Literature of the Old and New Testament Era**

According to South Carolina legislation:

A school district board of trustees may authorize, to be taught in the district's high schools, an elective course concerning the history and literature of the Old Testament era and an elective course concerning the history and literature of the New Testament era.

Each course offered must be taught in an objective manner with no attempt to influence the students as to either the truth or falsity of the materials presented (S.C. Code Ann. § 59-29-230).

## Teaching the History and Literature of the Old Testament Era Standards

Key Concepts	Standards
<b>History</b>	<b>Standard 1:</b> Demonstrate an understanding of the Old Testament on the history, religion, government, and laws of various cultures.
	<b>Enduring Understanding:</b> Customs and cultures of peoples and societies are recorded in the Old Testament. The Old Testament can be evaluated for its impact on art, culture, customs, history, government, literature, law, morals, music, and values.
	<b>The student will:</b>
	<b>OT.1.1</b> Contextualize the historical and geographical developments of the Old Testament including its origin, methods and tools of writing, and the means by which it has been preserved.
	<b>OT.1.2</b> Analyze continuities and changes in the translations of biblical texts over time.
	<b>OT.1.3</b> Create a comparative analysis of Old Testament cultures from distinct geographic regions, including Sumerian, Egyptian, Hebrew, and Babylonian.
<b>Literature</b>	<b>OT.1.4</b> Create a narrative analyzing the biblical traditions and their influences on contemporary cultures including customs, government, history, law, morals, and values.
	<b>Standard 2:</b> Demonstrate an understanding of the characters, narratives, poetry, and stories in the Old Testament, and explain how they are used in literature.
	<b>Enduring Understanding:</b> Various authors created a collection of books commonly known as the Old Testament. The Old Testament has diverse artistry, content, and form encouraging literary analysis.
	<b>The student will:</b>
	<b>OT.2.1</b> Analyze the influence of biblical texts on the development of the English language.
	<b>OT.2.2</b> Analyze and critique how the author uses structures such as letters, poems, songs, and speeches in biblical texts to shape meaning and impact the reader.
<b>OT.2.3</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style within the Old Testament.	
<b>OT.2.4</b> Analyze how complex text structures in biblical texts contribute to	

Key Concepts	Standards
	<p>the development of plot, setting, or theme.</p> <p><b>OT.2.5</b> Analyze a complex set of ideas or sequence of events, and explain how specific characters, events, or ideas develop and interact within biblical text.</p> <p><b>OT.2.6</b> Explain the influence of the Old Testament in classic and contemporary drama, poetry, prose, and other media.</p>
Arts	<p><b>Standard 3:</b> Demonstrate an understanding of the influence of the Old Testament on the visual and performing arts.</p>
	<p><b>Enduring Understanding:</b> Artists create works of art for historically significant purposes. Works of art help us develop ideas and understandings of culture, history, and society through interactions with and analysis of art forms.</p>
	<p><b>The student will:</b></p>
	<p><b>OT.3.1</b> Analyze the artistic presentation of the Old Testament through creative dance, music, theatre, the visual arts, and writing from various cultural and historical perspectives.</p>
	<p><b>OT.3.2</b> Interpret ideas, subject matter, symbols, and themes found in creative dance, music theater, the visual arts, and writing derived from the Old Testament.</p>
<p><b>OT.3.3</b> Explain the design, function, and significance of architecture and religious artifacts found in places of worship such as cathedrals, churches, synagogues, tabernacles, and temples.</p>	
<p><b>OT.3.4</b> Create a response to biblical texts through a variety of methods such as creative dance, music theater, the visual arts, and writing.</p>	

## Teaching the History and Literature of the New Testament Era Standards

Key Concepts	Standards
<b>History</b>	<b>Standard 1:</b> Demonstrate an understanding of the New Testament on the history, government, laws, and religion of various cultures.
	<b>Enduring Understanding:</b> Customs and cultures of the peoples and societies are recorded in the New Testament. The New Testament can be evaluated for its impact on art, culture, customs, history, government, literature, law, morals, music, and values.
	<b>The student will:</b>
	<b>NT.1.1</b> Contextualize the historical and geographical developments of the New Testament, including its origin, methods and tools of writing, and the means by which it has been preserved.
	<b>NT.1.2</b> Analyze continuities and changes in the translations of biblical texts over time.
	<b>NT.1.3</b> Create a comparative analysis of New Testament cultures, including Roman, Greek, and Hebrew.
<b>Literature</b>	<b>NT.1.4</b> Create a narrative analyzing the rise and growth of Christianity including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics.
	<b>NT.1.5</b> Identify, source, and utilize different forms of evidence (including primary and secondary sources) to investigate and explain biblical traditions and their influences on contemporary cultures including customs, government, history, law, morals, and values.
	<b>Standard 2:</b> Demonstrate an understanding of the characters, narratives, poetry, and stories in the New Testament, and explain how they are used in literature.
	<b>Enduring Understanding:</b> Various authors created a collection of books commonly known as the New Testament. The New Testament has diverse artistry, content, and form encouraging literary analysis.
	<b>The student will:</b>
	<b>NT.2.1</b> Analyze the influence of biblical texts on the development of the English language.
<b>NT.2.2</b> Analyze and critique how the author uses structures such as letters, poems, songs, and speeches in biblical texts to shape meaning and impact the reader.	

Key Concepts	Standards
	<b>NT.2.3</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style within the New Testament.
	<b>NT.2.4</b> Analyze how complex text structures in biblical texts contribute to the development of plot, setting, or theme.
	<b>NT.2.5</b> Analyze a complex set of ideas or sequence of events, and explain how specific characters, events, or ideas develop and interact within biblical text.
	<b>NT.2.6</b> Explain the influence of the New Testament in classic and contemporary drama, poetry, prose, and other media.
Arts	<b>Standard 3:</b> Demonstrate an understanding of the influence of the New Testament on the visual and performing arts.
	<b>Enduring Understanding:</b> Artists create works of art for historically significant purposes. Works of art help us develop ideas and understandings of culture, history, and society through interactions with and analysis of art forms.
	<b>The student will:</b>
	<b>NT.3.1</b> Analyze the artistic presentation of the New Testament through creative dance, music, theatre, the visual arts, and writing from various cultural and historical perspectives.
	<b>NT.3.2</b> Interpret ideas, subject matter, symbols, and themes found in creative dance, music theater, the visual arts, and writing derived from the New Testament.
<b>NT.3.3</b> Explain the design, function, and significance of architecture and religious artifacts found in places of worship such as cathedrals, churches, synagogues, tabernacles, and temples.	
<b>NT.3.4</b> Create a response to biblical texts through a variety of methods such as creative dance, music, theatre, the visual arts, and writing.	

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**Appendix A**  
**Primary (K–2) Skills Progression**

<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.	Identify and compare significant historical events, moments, and symbols in U.S. history.
<b>Causation</b>	This skill is introduced in grade one.	Identify a current event in South Carolina and make predictions about possible outcomes.	Identify past or current 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 change or stay the same over time because of current events.	Analyze patterns of continuities and changes in the U. S. using 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.	Identify 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 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.	Identify and compare goods and services in the school, community, and state.	Identify 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>	Identify why people have jobs, and explain the economic benefits for self and community.	Research and describe how goods and services differ in rural, urban, and suburban areas in South Carolina.	Create a simple budget and articulate the priorities using economic terms such as income, savings, and expenses.
<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.	Research and identify 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 encourages citizens with diverse beliefs and backgrounds to work together for the common good.	Identify cultural and ethnic groups in the U.S. and articulate 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 functions of South Carolina's government at the local and state.	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 the rights granted to U.S. citizens are outlined in the First Amendment to the Constitution.
<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.

## Appendix B

### Historical Thinking Skills

Historical thinking skills are the analysis, reading, and writing that are necessary to develop our understanding of the past. These six historical thinking skills progress from kindergarten through grade twelve to ensure students are college- and career-ready.

History Skill	Description
<b>Comparison</b>	Explanation of similarities and differences and the reasons for those differences between groups, time periods, and geographic regions.
<b>Causation</b>	Explanation of causes and effects on geography, people, conflict and consensus, centered around the impact of significant events. While historical sequencing is beneficial, students must be able to separate causation from correlation.
<b>Periodization</b>	Periodization is the process of structuring historical periods. Periods are artificial historical constructs created in order to group information and better understand similar phenomena. Further, the comparison and connection of different periods and the process of establishing key events as turning points in order to construct one's own unique time periods.
<b>Context</b>	Correlation between specific circumstances and broad processes immediately relevant to the deeper meaning of primary and secondary sources. The influence of those circumstances and processes on primary sources and vice versa will be evaluated.
<b>Continuity and Change</b>	Continuity refers to large-scale historical processes that remain constant while change refers to specific phenomenon that remain limited in time and space. The process involves the identification of patterns that transcend specific time periods.
<b>Evidence</b>	Utilizing historical evidence, especially, primary sources to effectively support arguments.

	<b>Grade 4: United States &amp; South Carolina History, Part I</b>	<b>Grade 5: United States &amp; South Carolina History, Part II</b>	<b>Grade 6: World Civilizations</b>	<b>Grade 8: South Carolina and the United States</b>	<b>Modern World History</b>	<b>US History &amp; the Constitution</b>
<b>Comparison</b>	<b>Identify</b> comparisons based on common or differing characteristics or contexts.	<b>Generate</b> comparisons based on common or differing characteristics or contexts.	Utilize <b>broad</b> characteristics of historical developments to create a comparative analysis.	Utilize <b>multiple</b> characteristics of historical developments to create a comparative analysis.	Utilize <b>similarities and differences among</b> historical developments over <b>time, place, and culture</b> to create a comparative analysis.	Utilize similarities and differences among <b>multiple</b> historical developments over culture, time, and place to create a comparative analysis.
<b>Causation</b>	<b>Identify</b> multiple causes and effects, to include distinguishing long-term and short-term causes and effects.	<b>Analyze multiple</b> causes and multiple effects, to include distinguishing long-term and short-term causes and effects.	<b>Analyze significant turning points</b> in history to <b>assess</b> multiple long-term and short-term causes and effects.	<b>Identify and compare</b> significant turning points, including the related causes and effects that affect historical continuity and change.	<b>Analyze</b> significant turning points, including the related causes and effects that affect historical continuity and change.	<b>Evaluate</b> significant turning points, including related causes and effects that affect historical continuity and change.
<b>Periodization</b>	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and <b>significant turning points</b> .	Utilize significant <b>turning points to justify</b> the historical narrative of a time period.	<b>Summarize and analyze the methods</b> historians use categorize historical developments to create historical periodization.	Summarize, analyze, and <b>assess the methods</b> historians use categorize historical developments to create historical periodization.

	<b>Grade 4: United States &amp; South Carolina History, Part I</b>	<b>Grade 5: United States &amp; South Carolina History, Part II</b>	<b>Grade 6: World Civilizations</b>	<b>Grade 8: South Carolina and the United States</b>	<b>Modern World History</b>	<b>US History &amp; the Constitution</b>
<b>Context</b>	<b>Make connections</b> between historical developments in history using specific references to time, place, and broader contexts.	<b>Describe historical developments</b> using specific references to time, place, and broader contexts.	<b>Identify historical context by analyzing</b> historical developments using specific references to time, place, and broader contexts.	Explain how <b>historical themes</b> are used to determine context when analyzing significant events.	<b>Analyze</b> how historical events produce themes that create context by which we understand <b>historical developments</b> .	<b>Justify</b> how the relationship between <b>various</b> historical themes and <b>multiple</b> historical developments create a multi-faceted context when analyzing significant events.
<b>Continuities and Changes</b>	Recognize patterns of historical continuities and changes in history.	Recognize patterns of historical continuities and changes, and <b>identify turning points</b> in history.	Identify and <b>explain significant theme-based</b> patterns of continuities and changes within a period of time.	<b>Analyze</b> significant <b>turning points</b> and theme-based patterns of continuities and changes within a period of time.	<b>Examine</b> significant turning points and theme-based patterns of continuities and changes within a period, <b>including catalysts for those changes</b> .	<b>Evaluate</b> significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.
<b>Evidence</b>	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

## Appendix C Geography Skills Progression

Geographic inquiry includes making observations, gathering evidence, conducting analysis, and communicating findings. This inquiry requires using skills that include reading, writing, modeling, and mapping. These six geographic thinking skills progress using appropriate grade-level content, as described within the grade level indicators, to ensure students are college- and career-ready.

	<b>Grade 3: Contemporary World Geography</b>	<b>Grade 7: Geography of World Regions</b>	<b>Human Geography</b>
<b>Mapping</b>	Identify, use, interpret, and construct <b>large-scale</b> maps.	Identify, use, interpret, and construct <b>regional-scale</b> maps.	Identify, use, interpret, and construct <b>local through global</b> scale maps.
<b>Models and Representation</b>	Identify, use, interpret, and construct <b>basic</b> geographic models and other visual representations.	Identify, use, interpret, and construct geographic models and other visual representations at the <b>regional-scale</b> .	Identify, use, interpret, and construct geographic models and other visual representations from <b>local to global scales</b> .
<b>Gather Evidence and Communicate Findings</b>	Identify, use, and interpret different forms of evidence, including primary and secondary sources.	Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the <b>regional-scale</b> .	Identify, use, and interpret different forms of evidence, including primary and secondary sources, from <b>local to global scales</b> .
<b>Conditions, Connections, and Regions</b>	Identify and compare the development of conditions, connections, and regions.	Identify, compare, and <b>evaluate</b> the development of conditions, connections, and regions.	Identify, compare, and evaluate the development of <b>complex</b> conditions, connections, and regions.
<b>Scale</b>	Identify spatial hierarchies.	Identify and <b>compare</b> spatial hierarchies.	Identify, compare, and <b>interpret</b> spatial hierarchies.
<b>Distribution and Patterns</b>	Identify spatial distributions, patterns, and associations.	Identify and <b>analyze</b> spatial distributions, patterns, and associations.	Identify, analyze, and <b>explain</b> spatial distributions, patterns, and associations.

## Appendix D Glossary

This glossary is intended for teachers and not designed for student assessment purposes. It provides discipline specific definitions of important yet less well-known terms that appear throughout the standards and the indicators.

<b>Term</b>	<b>Definition</b>
<b>absolutism</b>	a form of government in which all power is held by a single leader
<b>AD</b>	Anno Domini is Latin for "year of our Lord," and it represents the years after the estimated birth of Jesus
<b>alliance</b>	a union or association formed for mutual benefit, especially between countries or organizations
<b>alphanumeric grid</b>	a grid of numbered rows and lettered columns (or vice versa) superimposed on a map, used to find and identify features
<b>antebellum</b>	existing before the outbreak of war especially used in reference to the American Civil War
<b>anti-natal</b>	a system or policy concerned with limiting population growth
<b>appeasement</b>	the policy of granting concessions to potential enemies to maintain peace
<b>archaeology</b>	the study of history and humankind through the excavation of sites and the analysis of artifacts and stratigraphy
<b>armistice</b>	an agreement made by opposing sides in a war to stop fighting for a certain time; a truce
<b>artifact</b>	anything made, used, or modified by humans, typically an item of cultural or historical interest, but it does not need to be old
<b>Atlantic World</b>	the development of interactions and exchanges between Africa, the Americas, and Europe beginning in the 1500s
<b>authoritarian government</b>	a structure of government in which power is concentrated in an individual or small group and is built upon the demand of absolute obedience by citizens to this authority
<b>autocracy</b>	a country, state, or society governed by one person with absolute power
<b>balkanization</b>	the process of decentralizing political power; breaking up of a region into smaller independent states
<b>bureaucracy</b>	administration characterized by excessive red tape and routines
<b>BCE</b>	before the Common Era or time before year one of the Gregorian calendar; BCE is used in these standards (instead of BC)
<b>black codes</b>	the unofficial laws passed by southern governments during Reconstruction in an attempt to continue to control their former slaves; these laws were nullified by the fourteenth and fifteenth amendments to the Constitution
<b>blockade</b>	closing a port to cut off supplies from entry or exit
<b>boundaries</b>	a line marking the limit or extent within which a system exists or functions, including a social group, a neighborhood, a state, or physical feature

<b>Term</b>	<b>Definition</b>
<b>business cycles</b>	repetitive periods of economic activity including growth, recession, and recovery
<b>capitalism</b>	an economic system characterized by private ownership and investment in the means of production (i.e., capital); a system in which economic decisions are based on supply and demand, competition, and price in a free market
<b>cash crop</b>	crops grown for profit rather than consumption
<b>CE</b>	the Common Era beginning with year one of the Gregorian calendar; CE is used in these standards (instead of AD)
<b>charter</b>	a document granting special rights to a person or group
<b>Christian humanism</b>	an intellectual movement in northern Europe in the late fifteenth and early sixteenth centuries that combined the interest in the classics of the Italian Renaissance with an interest in the sources of early Christianity, including the New Testament and the writings of the church fathers
<b>civic humanism</b>	a modern term for the moral, social and political philosophy that in the course of the fourteenth and fifteenth centuries began to be articulated in Italian city-states and most notably in Florence
<b>civil rights</b>	the rights of citizens to political and social freedom and equality
<b>checks and balances</b>	an application of limited government in which each branch and/or level of government has the ability to “check” (i.e., restrict) the functions and exercise of power by other branches/levels of government
<b>Cold War</b>	the period from the end of World War II to the fall of the Berlin Wall (1945–89) during which the political, economic, social, and military objectives of the United States and its democratic allies directly rivaled those of the Soviet Union and its communist satellites
<b>colonialism</b>	the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically
<b>Columbian Exchange</b>	the name coined by the environmental historian Alfred W. Crosby to describe the widespread exchange of plants, animals, human populations, diseases, and technology that began in 1492 with the first voyage of Christopher Columbus and spread throughout Europe, Asia, Africa, and the Americas
<b>command economy</b>	system where the government, rather than the free market, determines what goods should be produced, how much should be produced and the price at which the goods are offered for sale
<b>communism</b>	a political system in which all property and wealth is, in theory, owned by all the citizens in a classless society that is controlled by their government
<b>concurrent powers</b>	the application of federalism in which a function or authority is possessed by both the national and state governments at the same time

<b>Term</b>	<b>Definition</b>
<b>confederal</b>	referring to an alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., Articles of Confederation, Confederate States of America)
<b>condition</b>	a geographic term referring to a characteristic or feature in a given location
<b>conservative</b>	tending or disposed to maintaining traditional or existing views, conditions, or institutions (i.e. the specific policies supported by conservatives have changed over the course of history)
<b>constitutionalism</b>	adherence to the system of a constitutional government
<b>constitutions</b>	the plans—written or unwritten—of individual governments that outline the structures and functions of those particular bodies and serve as a social contract between them and the people under their authority
<b>consumerism</b>	a preoccupation with and an inclination toward the buying of consumer goods
<b>containment</b>	the policy of restricting the expansion of communism during the post-World War II period
<b>cost/benefit analysis</b>	a systematic approach to estimating the strengths and weaknesses of alternatives (i.e. as in transactions, activities, functional business requirements or projects investments)
<b>the Crusades</b>	a series of wars fought between the Muslims and Christians over control of the Holy Land in the eleventh through the thirteenth centuries.
<b>culture</b>	learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (e.g., food, clothing, buildings, tools, machines)
<b>decolonization</b>	the act of getting rid of colonization, or freeing a country from being dependent on another country
<b>demand</b>	the desire and ability of individuals to purchase economic goods or services at the market price; along with supply, one of the two key determinants of price
<b>democracy</b>	a form of government in which political authority rests with the people and is exercised by all the people, either directly or indirectly through their elected representatives
<b>demographic patterns</b>	changes shown in population size, composition, rates of growth, density, fertility, mortality rate, and/or migration
<b>depression</b>	a prolonged and severe decline in the level of economic activity in a state or nation
<b>diffusion</b>	the spread of people, ideas, technology, and products among places
<b>diplomacy</b>	art and practice of conducting negotiations between representatives of states; usually refers to the conduct of international relations on a full range of issues

<b>Term</b>	<b>Definition</b>
<b>discrimination</b>	the practice of denying people rights or treating people unfairly on the basis of categorical or prejudicial thinking
<b>disenfranchise</b>	deprive a person or group the right to vote or to be politically involved
<b>disposable income</b>	income remaining after deduction of taxes and other mandatory charges, available to be spent or saved as one chooses
<b>dissent</b>	beliefs and/or actions that are contrary to the accepted or official policy
<b>Dixiecrat</b>	any of the Southern Democrats who seceded from the party in 1948 in opposition to its policy of extending civil rights
<b>domestication</b>	the process of taming an animal and keeping it as a pet or on a farm
<b>e-commerce</b>	commercial transactions conducted electronically on the Internet
<b>economic disparity</b>	a discernable difference in the economic well-being of defined segments of the population
<b>economic mobility</b>	the ability of movement between income classes by an individual or across generations
<b>emancipation</b>	to set someone free from slavery; to be set free from legal restrictions
<b>embargo</b>	an official ban on trade or other commercial activity with a particular country
<b>the Enlightenment</b>	also known as the Age of Reason; the eighteenth-century movement in which philosophers used reason and scientific methodology to explain how the universe worked
<b>entrepreneurs/ entrepreneurial/ entrepreneurship</b>	individuals who assume the risk in producing a product for a profit—their role and enterprise
<b>enumerated powers</b>	authoritative capacities delegated to the federal government by the U.S. Constitution
<b>ethnic/ethnicity</b>	a classification of large groups of people according to common racial, national, tribal, religious, linguistic, or cultural origin or background
<b>famine</b>	an extreme scarcity of food
<b>federal</b>	denoting the central government of the United States
<b>federalism</b>	the principles of the Federalists Party
<b>fiscal policy</b>	a government policy that attempts to manage the economy by controlling taxing and spending
<b>free enterprise</b>	an economic system in which private businesses compete for profit without government involvement beyond those regulations necessary to protect public interest and to keep the nation's economy in balance
<b>genocide</b>	the deliberate and systematic extermination of a national, racial, political, or cultural group
<b>geospatial technologies</b>	computer hardware and software with which users analyze and represent geographic data at infinitely varied levels; includes

<b>Term</b>	<b>Definition</b>
	technologies related to mapping and interpreting physical and human features on Earth's surface (i.e., global positioning systems (GPS), geographic information systems (GIS), remote sensing (RS), and geospatial visualization)
<b>gerrymandering</b>	to divide into election districts to give one political party an electoral majority in a large number of districts while concentrating the voting strength of the opposition in as few districts as possible
<b>globalization</b>	the process of the increasing interconnectedness of the world through trade, migration, technology, and cultural diffusion
<b>headright system</b>	system which allowed people to get land of 50 to 150 acres for each settler he brought to the colony (e.g., family, indentured servant, and/or enslaved person)
<b>Holocaust</b>	the state-sponsored persecution and systematic extermination of European Jews and other minority groups by Nazi Germany and its allies
<b>holy war</b>	a war declared or waged in support of a religious cause
<b>humanism</b>	the way of thinking and learning that stresses the importance of individual human worth, ability, and dignity
<b>immigration</b>	the action of coming to live permanently in a foreign country
<b>imperialism</b>	the policy and process of creating an empire through the acquisition of colonies and/or the establishment of economic spheres of interest
<b>indentured servant</b>	individuals who agreed to work for someone for a set period of time to pay off their debt of passage to the American colonies
<b>infrastructure</b>	the basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for a society or enterprise
<b>isolationism</b>	the policy of staying out of the business of other nations by abstention from alliances and other international political relations
<b>investment</b>	an asset or item that is purchased with the hope that it will generate income or will appreciate in the future
<b>Jim Crow laws</b>	laws passed in the late nineteenth and twentieth centuries designed to separate whites and blacks in the United States
<b>labor unions</b>	an organization of workers formed for the purpose of advancing its members' interests in respect to wages, benefits, and working conditions
<b>liberal</b>	tending or disposed to espousing unconventional, nontraditional views, conditions, or institutions; open to change
<b>limited government</b>	a political principle or structure in which minimal authority and power is granted to the government and is restricted to only that which is necessary for the government to perform its function
<b>market economy</b>	an economic system in which prices are determined by the free exchange of goods and services with minimum government interference

<b>Term</b>	<b>Definition</b>
<b>mass politics</b>	a political order resting on the emergence of mass political parties; the emergence of mass politics is generally associated with the rise of mass society coinciding with the Industrial Revolution in the west
<b>material culture</b>	the physical arts and artifacts of a body of people
<b>matrilineal</b>	the family ties based upon the mother's side of the family; common among the Eastern Woodland Indians of the Southeast
<b>mental maps</b>	the mental images that a person has of particular areas, including his or her knowledge of features and spatial relationships
<b>marginalized people</b>	individuals kept in a powerless position within a society
<b>martyrdom</b>	a person who willingly gives his or her life for a cause in which she or he believes
<b>migration</b>	the movement by people from one place to another with the intentions of settling
<b>mercantilism</b>	an economic policy under which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they buy
<b>Middle Passage</b>	stage of triangular trade in which millions of Africans were shipped to the New World as part of the Atlantic slave trade
<b>militarism</b>	the belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests
<b>militia</b>	non-regular army of private citizens
<b>monarchy</b>	a form of government in which political power is exercised by a single person, usually under the claim of divine or hereditary right
<b>monetary policy</b>	the macroeconomic policy laid down by the central bank, currency board or other regulatory committee; it involves management of money supply and interest rate and is the demand side economic policy used by the government of a country to achieve macroeconomic objectives like inflation, consumption, growth and liquidity
<b>nationalism</b>	a belief system in which the interests of a particular nation are of utmost importance
<b>nation-states</b>	political units that claim sovereignty over defined territories inhabited by groups of people who share traditions, beliefs, and language
<b>natural rights</b>	any right that exists by virtue of natural law
<b>naval stores</b>	products made from pine trees to be used in the building of ships and other wood goods (e.g., tar, rosin, pitch, turpentine)
<b>neutrality</b>	the state of not supporting or helping either side in a conflict, disagreement, etc.; impartiality
<b>partisan warfare</b>	arises when an irregular military force forms to oppose control of an area by an army of occupation by some kind of insurgent activity
<b>opportunity cost</b>	the value of any alternative that one must give up when he or she makes a choice

<b>Term</b>	<b>Definition</b>
<b>partition</b>	the action or state of dividing or being divided into parts
<b>periphery countries</b>	countries that are less developed than the semi-periphery and core countries; these countries usually receive a disproportionately small share of global wealth
<b>petroglyph</b>	a rock carving, especially a prehistoric one
<b>physical features</b>	a geographic term referring to physical attributes of a natural or artificial area
<b>political machine</b>	an organization whose main goal is related to the money, influence or prestige of getting and keeping political power
<b>popular sovereignty</b>	the political concept that government is created and given authority through the consent of the people and that the people thereby retain the right to “alter or abolish” their government
<b>population density</b>	the number of people occupying a specific unit of land measurement
<b>population distribution</b>	the makeup of the human population in a particular area in terms of variables such as age, race, or sex
<b>primary economic activity (sector)</b>	the production of naturally existing or culturally improved resources (e.g., agriculture, ranching, forestry, fishing, extraction of minerals or ores)
<b>Progressivism</b>	support for or advocacy of social reform
<b>pro-natal</b>	a policy stance concerned with supporting population growth
<b>propaganda</b>	information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view
<b>proprietor</b>	an owner or manager of a business
<b>racism</b>	actions or policies that create systemic disadvantages against someone of a different race based on the belief that one's own race is superior
<b>recession</b>	a period of two consecutive yearly quarters with negative economic growth
<b>refugee</b>	a person who has been forced to leave his or her country in order to escape war, persecution, or natural disaster
<b>republican/ republicanism</b>	a form of government that functions through the use of representatives elected by the citizens; republican government is often referred to as “representative” government
<b>reserved powers</b>	an application of federalism in which any function or authority that is not delegated to the federal government or not prohibited to state governments is reserved to the states or the people
<b>revolution</b>	a forcible overthrow or change of ideas, a government or social order in favor of a new system
<b>right to work</b>	relating to or promoting a worker's right not to be required to join a labor union
<b>rule of law</b>	the principle that every member of a society, even a ruler, must follow the law
<b>scale</b>	the size of places or regions being studied
<b>scarcity</b>	the gap between limited resources and potentially limitless wants

<b>Term</b>	<b>Definition</b>
<b>Scramble for Africa</b>	the occupation, division, and colonization of African territory by European powers during the period of New Imperialism, between 1881 and 1914; is also called the Partition of Africa and by some, the Conquest of Africa
<b>secondary economic activity (sector)</b>	the conversion of raw materials from the primary economic sector into finished industrial products (e.g., manufactured goods, oil refining, construction, ship building)
<b>sectionalism</b>	the placing of the interests of one's own region ahead of those of the nation's as a whole
<b>sedition</b>	conduct or speech inciting people to rebel against the authority of a state or monarch
<b>semi-periphery countries</b>	the industrializing, mostly capitalist countries, which are positioned between the periphery and core countries
<b>separation of powers</b>	a principle of American government that requires constitutional authority to be shared by the legislative, judicial, and executive branches of government
<b>slavery</b>	refers to a condition in which individuals are owned by others, who control every aspect of their lives
<b>spatial hierarchy</b>	a geographical clustering of regions, where important differences exist in terms of innovation and development
<b>social Darwinism</b>	the theory that individuals, groups, and peoples are subject to the same Darwinian laws of natural selection as plants and animals; now largely discredited, it was advocated in late 19th century to justify political conservatism, imperialism, and racism
<b>socialism</b>	an economic and political system in which the government owns or regulates the production and distribution of goods
<b>spatial</b>	pertains to space on Earth's surface
<b>spatial distribution</b>	the spread and placement of physical and human phenomena on Earth's surface
<b>suburbanization</b>	a population shift from central urban areas into suburbs, resulting in formation of (sub)urban sprawl; sub-urbanization is inversely related to urbanization, which denotes population shift from rural areas into urban centers
<b>suffrage</b>	the right to vote in political elections
<b>supranational organizations (supranationalism)</b>	corporations and international agencies that have power or influence transcending national boundaries or governments
<b>supply</b>	the quantities of a good or service that a firm is willing and able to make available for sale at varying prices (used in concept of supply and demand)
<b>sustainability</b>	the integration of physical systems with human patterns of activity to assure continuity
<b>tariff</b>	a tax on imports or exports
<b>temperance</b>	moderation in or abstinence from the use of alcoholic beverages

<b>Term</b>	<b>Definition</b>
<b>tertiary sector</b>	the provision of services to the general population (e.g., banking, retailing, education)
<b>terrorism</b>	violent acts, executed in support of ideological, political, or religious goals, against persons or property to intimidate a government or its population
<b>total war</b>	a military conflict in which the contenders are willing to make any sacrifice in lives and other resources to obtain a complete victory, as distinguished from limited war
<b>totalitarian</b>	the twentieth century governmental structure or principle in which the state exercises centralized, absolute control of all aspects of life for individual citizens
<b>unitary system</b>	a government in which all authority is vested in a central authority from which regional and local governments derive their powers
<b>unlimited government</b>	the political principle or structure that allows a government to expand its authority and power as it deems necessary in order to accomplish its own goals and objectives
<b>urbanization</b>	the process where an increasing percentage of a population lives in cities and suburbs and is often linked to industrialization and modernization

## Appendix E

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The following South Carolina Department of Education (SCDE) staff members assisted in the design and development of this document:

Stephen P. Corsini  
K–12 Social Studies  
Office of Standards and Learning

Jeffrey C. Eargle, Ph.D.  
K–12 Social Studies  
Office of Standards and Learning

Elizabeth P. King  
K–12 Social Studies  
Office of Standards and Learning

Christopher M. Turpin, Ed.D.  
K–12 Social Studies  
Office of Standards and Learning

Leslie W. Skinner, Ph.D.  
Social Studies Assessment  
Office of Assessment

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Nancy Aguirre, Ph.D.  
The Citadel

Brea Amick  
SC Council for the Social Studies

Bea Bailey, Ed.D.  
Clemson University

Susan Barnes  
Richland School District One

Brock Beaver  
SC Social Studies Supervisors Association

Audrey Browne  
Lee County School District

Connie Blyther  
Benedict College  
SC Council for African American Studies

Perri Bryant  
Lexington School District Three

Mary Catherine Carroll  
VirtualSC

Larianne Collins, Ph.D.  
University of South Carolina

Daniella Cook, Ph.D.  
University of South Carolina  
South Carolina Social Studies College- and Career-Ready Standards  
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Page 164

Cindy Cordell  
Saluda County School District

Stephen Corsini  
Newberry County School District

Rikki Davenport  
Charleston County School District

D. Brian Day  
Calhoun County School District

Theresa Denholm  
Berkeley County School District

Cathy Epps  
Kershaw County School District

Tami Finley  
Greenville County School District

Amy Flynn  
Spartanburg School District Two

Latosha Fulmore  
Calhoun County School District

Laura Jane Gantt  
Lexington Richland School District Five

Michael Glover, Jr.  
Fairfield County School District

Kristina Greenaway  
Dorchester School District Two

Phillip Hare  
Richland School District One

Tonya Janicke  
Rock Hill School District Three

Tammie Jenkins  
Orangeburg School District Five

Rachel Johnson  
Spartanburg School District Six

Dawn Lisk  
Fort Mill School District Four

Maria Lott  
Berkeley County School District

Zachariah Lowe  
Sumter School District

Jerry Mitchell, Ph.D.  
South Carolina Geographic Alliance

Tim Monreal  
Lexington School District One

Leslie Carter Parks  
Horry County School District

Jacqueline Persinski, Ed.D.  
Rock Hill School District Three

Angela Peterson  
Beaufort County School District

Michele Phillips, Ed.D.  
Public Charter School Alliance of SC

J. Matt Rose  
Lexington Richland School District Five

Amanda Sevon-Lynch  
Lexington School District One

Tracee Simpson  
Pickens County School District

Amanda Stiglbauer  
Richland School District Two  
SC Economics

Necie Tanner  
VirtualSC

Christopher M. Turpin, Ed.D.  
Charleston County School District

Crystal Whitaker  
Fairfield County School District

Jody Yates  
VirtualSC

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Christine Beresniova, Ph.D.  
South Carolina Council for the Holocaust

Jeanie Dailey  
Horry County School District

Julia Dawson  
Richland County School District One

Jeffrey C. Eargle, Ph.D.  
University of South Carolina

Ramona Grunden  
TRC Companies, Inc.

Christopher Judge  
Native American Studies Center

Valinda W. Littlefield, Ph.D.  
University of South Carolina

Albert Robertson  
Lexington School District One

Katrina W. Rouse  
Florence School District One

Robert Scarlett  
Berkeley County School District  
US Air Force, Retired

Dana Thomas  
Newberry County School District

Marc Turner  
Richland School District Two

DRAFT



## Review of 2018 South Carolina Social Studies College- and Career-Ready Standards

### I. Overview

Pursuant to Section 59-18-350(A) of the Education Accountability Act, the Education Oversight Committee (EOC) and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. The previous content standards shall remain in effect until the recommended revisions are adopted pursuant to Section 59-18-355. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

In September of 2016, the EOC staff, in collaboration with a national panel and a state review panel, completed the cyclical review of the *South Carolina 2011 Social Studies Academic Standards*, and the EOC approved the review December 2016. Then, the South Carolina Department of Education convened a writing team made up of classroom teachers, instructional coaches, district leaders, representatives of professional organizations, community members, parents, higher education, faculty and educators who specialize in English language learners, special education and career technology education and assessment to develop the *2018 South Carolina Social Studies College- and Career-Ready Standards*. The draft of the standards was

posted via the South Carolina Department's website for public review in December 2017. Feedback was used in this process to refine the standards.

The EOC staff reviewed the *2018 South Carolina Social Studies College- and Career-Ready Standards* primarily based on the recommendations from the 2016 cyclical review report. A summary of the review is provided.

## II: Comparisons of 2011 and 2018 Social Studies Standards

**Table I. Summary of the 2011 South Carolina Social Studies Academic Standards and the 2018 South Carolina Social Studies College- and Career-Ready Standards**

2011				2018			
Grade	Course Content or Discipline	No. Standards	No. Indicators	Grade	Course Content or Discipline	No. Standards	No. Indicators
K	Children as Citizens	4	15	K	Community Around Us	4	14
1	Families	4	15	1	Life in SC	4	15
2	Communities	4	18	2	Life in the US	4	15
3	SC Studies	5	25	3	SC and World Geography	5	19
4	US to 1865	6	27	4	US History and SC Studies, Part 1	5	30
5	US to Present	6	32	*5	US History and SC Studies, Part 2	5	30
6	Early Cultures-1600	6	29	6	World Civilization	5	30
7	Contemporary Cultures: 1600 to Present	6	34	*7	Geography of World Regions	6	35
8	SC: One of the US	7	39	8	SC and the US	5	30
	Geography	8	38	Human Geography (elective)	Population and Migration; Economics; Cultural; Political; Urban	5	30
	World History 1300 to Present elective	8	50	Modern World History 1300 to Present (elective)	Emergence of Modern World; Commerce; Innovation and Expansion; Nationalism and Industrialization; World Power Struggle; Integration	5	30

United States History and Constitution	8	43	*United States History and Constitution (required)	Foundations of American Republicanism Expansion and Union; Capitalism and Reform; Modernism and Intervention-ism Legacy of Cold War	5	30
Economics	4	25	Economic and Personal Finance (required)	Economic Concepts; Financial Literacy; Microeconomics; Macroeconomics	4	16
Government	4	21	Government (required)	Foundations of Democracy; Government Structure; The Political Process; Citizenship	4	16

\* Tested Grade/Course

### III: FINDINGS

#### A. COMMENDATIONS

1. The legislative requirements for the teaching of social studies have been outlined in the document.
2. A learning skills progression has been developed for all grades levels as appropriate for the discipline at a particular grade level.
3. The standards reflect many of the ideas encouraged by national professional groups.
4. The format of the social studies standards is consistent across grade levels.
5. Overall, the standards and indicators provide clear content and skills learning objectives from the early grades through high school.
6. Emphasizing greater cognitive complexity has increased the rigor required for the teaching and learning of social studies standards and indicators.
7. An inquiry-based approach to the teaching of social studies has been interwoven in the standards and indicators.
8. The document reflects the overall number of standards and indicators have been reduced so as to provide teachers a greater opportunity to focus on specific content/skills in their teaching.
9. The standards focus on a more global perspective. The 2018 Social Studies Standards portray the United States as part of a worldwide system in the areas of politics, culture and economics and shows South Carolina's importance, presence and impact within the United States.
10. Personal finance has been added in the economics course.
11. In the December 2016 review of the 2011 standards, the EOC suggested the standards lack sufficient diversity, especially regarding gender and ethnicity. The 2018 standards do encourage inquiry from multiple perspectives.
12. The 2018 standards include a dedicated course in geography at the elementary, middle and high school level.

## B. CONCERNS

1. In the primary grades, the cognitive complexity is not as rigorous as other grades. The expectations as reflected in the indicators are lower.
2. The discipline-specific themes in the primary grades do not build on one another, especially in history and civic/government.
3. The theme for Grade 3 standards is titled South Carolina and World Geography; however, the content is overwhelmingly world geography with only a few indicators addressing South Carolina's geography.
4. The inquiry skills evident in the standards and indicators will require extensive professional learning for teachers in teaching and assessment.
5. There is a lack of conformity regarding the specificity of some of the indicators.
6. The indicators are written at high levels of rigor with the tested grades at 50 percent at Webb's Depth of Knowledge (DOK) level of 4.<sup>1</sup>
7. Suggested content for classroom instruction has not been developed in the 2018 South Carolina Social Studies College and Career document, other than the matrices in United States History and Constitution. The matrices align the essential content for inquiry and understanding with each indicator.
8. The map skills progression should include a higher cognitive complexity as students matriculate through the grade levels.
9. In the December 2016 review, the EOC recommended geography, economics and civics concepts and skills be integrated across all grade levels as appropriate. Geography has been integrated into the social studies standards as evidenced in grades kindergarten, 1, 2, 3, 7 and human geography. Economics is a stand-alone course and shows evidence of integration within grade levels. There is less evidence of civics throughout the grade spans.
10. It is noted that students have only one required course of study outside of the United States, grade 6 World Civilizations to 1600. While World History is offered in the high school, it is not required. Students' experiences in social studies outside of the United States are limited.

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<sup>1</sup> Webb, Norman L. and others. "Web Alignment Tool" July 24, 2005. Wisconsin Center for Educational Research, University of Wisconsin Madison.

## IV. Conclusion

1. The primary goal of civic competence is to help students apply course content to current issues and situations in order to reach an understanding through genuine inquiry to address societal issues in a responsible manner. Civics skills are evident in the standards/indicators; however, they are often not identified as a civics skill and/or not identified in all grade spans. Since civics readiness is included in the state's goals, is included in the Profile of the South Carolina Graduate and a legislated requirement for assessment in high school, should civics concepts and skills be more evident in the standards?
2. Although most indicators are written with reasonable specificity, other indicators are overly specific and read more as an instructional assignment. Examples are in grade 2, "Create a simple budget, and articulate the priorities such as expense, income and savings" as compared to "Evaluate different forms of evidence used in historical inquiry and determine their validity."
3. The geography skills progression is identified in grades kindergarten, 1, 2, 3, and 7 and in human geography. These skills should be reviewed in the areas of mapping, models/representation, and gather evidence/ communicate findings to ensure there is a higher complexity of skills in the vertical progression.
4. A strong supporting document to assist teachers in the teaching of the social studies standards is needed for them to understand the instructional shift in the 2018 Social Studies College and Career Ready Standards. The document should include sample activities for each indicator with emphasis on the inquiry skills, examples of resources for both in class and out of class experiences, sample activities for classroom instruction, and resources on Webb's Depth of Knowledge (DOK) to showcase the increased rigor. A document that addresses DOK levels and may be especially helpful to teachers can be accessed at <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/Webbs-DOK-Flip-Chart.pdf.aspx>.
5. Specific professional learning should be provided to teachers as to the inquiry skills of a historian, geographer, etc. The standards document states, "Discipline specific skills are necessary for the student's understanding of the content at each grade level. The study of history, economics, geography, and civics/government each require unique, discipline specific practices." The discipline specific practices should be a well-developed component of the professional learning for teachers.

6. Professional learning should be planned and implemented for the teaching of the 2018 social studies standards. The professional learning should be planned as a series of professional learning experiences for teachers over multiple years so as to allow teachers time to develop the skills sets needed regarding the increasing rigor, developing curriculum units and implementing inquiry-based instruction.
7. The primary grades (kindergarten, grade 1 and grade 2) standards and indicators are written at a lower cognitive complexity. There are indicators at these grade levels at higher complexity levels, however, the majority of the indicators in grades kindergarten, 1 and 2 are written at a DOK level 1 (55 percent). The standards and indicators could show a more rigorous vertical progression across the inquiry skills identified in history, geography, government/civics and economics. Being developmentally appropriate should not exclude higher expectations for primary students. Examples of higher complexity standards used in other states are:
  - Compare a belief in one culture to one in another culture.
  - Differentiate a want from a need.
  - Analyze where and why people live in certain places.
  - Explain why two people can talk about an event from different viewpoints.
  - Describe the events that led to a primary source.
  - Create a primary source about your life.

For more examples see Georgia, North Carolina, Ohio, Florida and Wisconsin social studies standards.

8. The discipline-based themes in the primary grades could be further articulated to provide a historical context and the background knowledge in content. For example, in the civics/government strand the values and principals of the American democracy are not addressed until grade 2 when students are asked to “Analyze the rights of United States citizens in the First Amendment”. To be able to analyze rights of citizens, students should first have been introduced to the principles of a democracy. The theme of democracy could be a progression from kindergarten to grade 2.
9. The 2018 Social Studies Standards are written at high levels of Webb’s Depth of Knowledge (DOK) with most grade levels reflecting 50 percent of the indicators at a DOK level 4. Generally, the assessment of indicators at a DOK level 4 requires students to perform a task, produce a product or an extended response. Level 4 requires planning, investigating or developing that will most likely require an extended period of time. For large-scale assessments, it is recommended that assessments be at DOK levels 1, 2 and 3. It is further suggested that DOK level 4 assessments be done at the local level.<sup>2</sup> The South Carolina Department of Education should be aware of the implications for statewide assessment based on the cognitive complexity of the

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<sup>2</sup> Karin Hess, National Center for Assessment, Dover, NH, 2005

indicators of the tested grades and possibly pursue performance-based testing at the local level in the non-tested grades.

10. A Model Curriculum Resource Tool should be developed for a district/school to use in designing and reviewing curricula used in classrooms.
11. The matrices showcased in the United States History and Constitution Standards provide teachers with guidance as to the essential content expected to be taught for this course by indicator. It is expected matrices will be provided for each indicator at each grade level/course as further development in the standards progresses. There is a balance between listing events, places, people, etc., however, teachers need direction as to what content is expected.
12. Although the standards demonstrate a more global perspective, it would be helpful to classroom teachers to have specific suggestions of individuals or groups to research their perspectives on specific events. For example in several places the indicators state, "Analyze multiple perspectives of economic, political and social developments..." but the individuals or groups to consider the perspectives are not identified. This could be accomplished in the development of the matrices.
13. A strong unifying statement should be included in the 2018 South Carolina Social Studies College and Career Ready Standards and in the supporting materials for teachers that provides an explicit purpose to the social studies standards. The National Council for Social Studies or the College, Career, and Civic Life document showcase excellent examples of a unifying statement.

The Academic Standards and Assessments Subcommittee met on November 26, 2018 and reviewed the draft *College- and Career-Ready Standards for Social Studies*. The Subcommittee recommends to the full Education Oversight Committee (EOC) the following:

1. While the proposed standards are still content specific in high school, as evidenced in other states' social studies standards, the proposed high school course standards for the *College- and Career-Ready Standards for Social Studies* should be approved.
2. The EOC should approve the content of the grades 4-8 standards for the *College- and Career-Ready Standards for Social Studies* if the South Carolina Department of Education (SCDE) agrees to create a progression of the four social studies skills (history, economics, geography and civics) across these grade levels as was developed for K-2. The progression should be developed prior to implementation of the standards. The progression should clearly articulate for teachers the social studies skills that students should develop competencies in at each grade level and across grade levels. The progression could be accomplished in multiple ways: included in the grade-level standards; addressed in an appendix to the standards document; or included in the supporting document. To be consistent with the current English language arts (ELA) and mathematics standards, the progression should be included in the standards document. While the progression is being developed, SCDE can develop professional learning opportunities for grades 4-8 and the assessments for grades 5 and 7.

In addition, the EOC should recommend that the SCDE consider identifying for teachers the specific social studies skills (history, economics, geography and civics) to be addressed in teaching the respective indicators in grades 4, 5, 6 and 8, the grade levels that focus on historical thinking skills. SCDE could incorporate the information either by adding nomenclature to the standards (H, E, G or C) or in an addendum to each grade level standards. Maryland is one state that uses this nomenclature.

3. The EOC should not approve the proposed social studies standards for kindergarten through grade 3. While the focus of the key concepts of the four social studies skills is appropriate and essential to prepare students for the higher

cognitive demands in grades 4 and beyond, the essential content, alignment and rigor of the standards need to be improved and the foundations of democracy more clearly articulated in the standards. The EOC would recommend that the standards for K-3 be revised to create a strong foundation in the four social studies skills accordingly:

- a. Increase the cognitive demands as proposed in other state standards in Georgia, North Carolina, Ohio, Florida, Maryland and Wisconsin.
  - b. The K-2 standards should include more information on foundations of democratic principles including symbols, events, people and practices associated with United States government; skills and attitudes of being a responsible citizen; and rights and responsibilities of individuals and groups. K-2 standards should also be reviewed to eliminate redundancies in standards across grades. Some of the standards that focus on instructional practices rather than on skills and knowledge should be revised. An example is Standard 2.E.3 – “create a simple budget and articulate the priorities using economic terms such as expenses, income, and savings.”
  - c. The grade 3 standards are titled *South Carolina and World Geography*; however, the content is overwhelming world geography. The recommendation would be that the grade 3 standards be revised around the four social studies skills (history, economic, geography and civics & government) with an emphasis on South Carolina. Teachers could be given flexibility to teach these skills using examples from the past or present in South Carolina. For example, students could learn competencies in civics & government by learning about the relationship between state, federal and local governments. They could learn geography by learning the key landforms in South Carolina. Skills in economics could be learned by looking at the local, state or national current businesses in South Carolina (agricultural, high tech manufacturing, etc.) Teachers could then ask students to analyze and compare the economic, political, geographic or historical differences within South Carolina, between South Carolina and other states or even between South Carolina and other countries.
4. The EOC should recommend that SCDE develop a strong supporting document for teachers while also providing high quality professional learning opportunities. These standards focus less on rote memorization and more on critical thinking. As was the case with the Fordham Institute’s review of our English language arts (ELA) standards, such supporting documents are crucial to assist teachers and improve learning. Furthermore, fewer school districts have dedicated social studies coordinators to provide technical assistance and support to classroom teachers. While SCDE will provide professional learning opportunities to teachers,

a very small percentage of teachers will actually be able to participate in the training. A strong supporting document would ensure that all teachers have access to the information. A strong supporting document would include information on the progression of skills as well as guidance on such issues as the following. Several indicators ask students to be able to “analyze multiple perspectives of economic, political and social developments.” Giving teachers optional examples of what constitutes multiple perspectives without specific examples of names would be most beneficial to teachers.

5. The EOC should recommend that in the future, especially during the upcoming revision to the South Carolina science standards, that SCDE consider hiring a consultant to assist the standards writing teams with guidance on writing the standards with common language across grade levels. Having consistency across grade levels is crucial to teachers who may move from one year to the next across grade levels.

**EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: EIA and Improvement Mechanisms**

**Date: December 10, 2018**

**INFORMATION**

**Budget and Proviso Recommendations, Fiscal Year 2019-20**

**PURPOSE/AUTHORITY**

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

**CRITICAL FACTS**

The attached are provided as the budget and proviso recommendations as approved by the Subcommittee for the EOC's consideration and approval.

**TIMELINE/REVIEW PROCESS**

- September 28, 2018 All EIA program report and budget request reports due to EOC
- October 29, 2018 EIA and Improvement Mechanisms Subcommittee held public hearings for all entities funded by or requesting EIA revenues
- November 8, 2018 Board of Economic Advisors makes first official EIA revenue projections for FY2019-20
- November 26, 2018 EIA and Improvement Mechanisms Subcommittee met and adopted the attached budget and proviso recommendations for FY2019-20

**ECONOMIC IMPACT FOR EOC**

**Cost:** No fiscal impact beyond current appropriations

**Fund/Source:**

**ACTION REQUEST**

For approval

For Information

Approved

**ACTION TAKEN**

Amended

Not Approved  
(explain)

Action deferred



**EIA and EAA Budget and Proviso Recommendations for FY 2019-20  
As Adopted by the EIA and Improvement Mechanisms Subcommittee**

**(All references to provisos refer to the renumbered base for FY2019-20)**

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2017-18 and 2018-19, and including any requests for increased funding or for proviso changes for Fiscal Year 2019-20. Initial EIA requests for Fiscal Year 2019-20 totaled **\$191,333,828**. The original request by the South Carolina Department of Education (SCDE) to increase teacher salaries by five percent accounted for \$154,561,555 of the total amount of these increases.

The EIA and Improvement Mechanisms Subcommittee met on the following dates:

- October 29, 2018: Held all-day public hearing for all entities funded by or requesting EIA revenues
- November 26, 2018: Convened to discuss EIA budget recommendations.

On November 8, 2018 the Board of Economic Advisors (BEA) issued its first official revenue projections for Fiscal Year 2019-20. The BEA identified a **\$16.2 million** increase in new EIA revenues for FY 2019-20. There will not be any surplus EIA revenues for the current fiscal year (Table 1).

**Table 1  
EIA Revenue Projections**

<b>Fiscal Year 2019-20</b>	
Preliminary Estimate ( <i>August 22, 2018</i> )	\$870,786,000
First Official EIA Projection ( <i>November 8, 2018</i> )	\$853,129,000
EIA <i>Recurring</i> Base Appropriation 2018-19*	<u>\$836,887,000</u>
Projected EIA Growth	<b>\$16,242,000</b>
<b>Fiscal Year 2018-19</b>	
Preliminary Estimate ( <i>August 22, 2018</i> )	\$837,341,100
First Official EIA Projection ( <i>November 8, 2018</i> )	\$828,458,000
EIA <i>Recurring</i> Base Appropriation 2018-19*	<u>\$836,887,000</u>
Projected EIA Surplus	<b>(\$8,429,000)</b>

\*Gubernatorial veto of \$100,000 was sustained.

The Revenue and Fiscal Affairs Office explained the current year’s EIA revenue shortfall as the result of two factors:

- (1) While total general fund revenues experienced a surplus in Fiscal Year 2017-18, the sales tax component fell short of the estimate by about \$7 million. Similarly, EIA revenues fell short last fiscal year by \$5.2 million. Therefore, a lower base was used to project EIA revenues for Fiscal Year 2018-19.
- (2) In addition, the EIA still receives a portion of the old \$300 sales tax cap on cars whereas the General Fund does not receive any car tax cap money as it has been redirected to the Department of Revenue for roads. Therefore, when forecasting EIA revenues, the Revenue and Fiscal Affairs Offices uses a separate calculation for revenue from the sales tax cap on cars and that estimate was lowered because of an expected decline in car sales.

The Subcommittee recommends to the EOC that following three EIA line items be increased:

**SC Public Charter Schools (\$15,404,235)**

Currently, one in eight dollars generated by the EIA are appropriated for the operation of the public charter schools. In addition, growth in the number of students attending charter schools and the number of new charter schools scheduled to open in school year 2019-20 essentially absorb the entire growth projected for the EIA in Fiscal Year 2019-20. The recommended increase of \$15.4 million is for projected student enrollment growth at the existing charter schools under the South Carolina Public Charter School District and the Erskine Charter Institute. The increase does not reflect any increase in the per pupil funding. In addition, the South Carolina

Public Charter School District anticipates three new schools operating in school year 2019-20, and the Erskine Charter Institute projects four new schools operating in school year 2019-20.

	Increase FY2019-20
SC Public Charter School District	\$6,623,173
Erskine Charter Institute	\$8,781,062
<b>TOTAL:</b>	<b>\$15,404,235</b>

**Teacher Salary Supplement Line Items (\$417,544)**

The recommended increase will allow the special schools to increase salaries of instructional personnel by the same percentage as provided for in the local school districts in which the special schools reside and to increase salaries of instructional personnel by two percent, in the event that teacher salaries are increased by 2 percent.

Governor's School for Arts & Humanities	\$101,929
Wil Lou Gray Opportunity School	\$27,340
SC School for Deaf & Blind	\$189,295
Disabilities & Special Needs	(\$60,000)
Clemson Agriculture Teachers	\$55,780
Governor's School for Science & Math	\$103,200

**Industry Certifications/Credentials (\$420,221)**

In Fiscal Year 2018-19 the General Assembly appropriated \$3.0 million for industry certifications, \$550,000 in recurring funds and \$2,450,000 in non-recurring funds. The recommendation is to annualize funding to pay for the national industry credentials, which is a total of **\$2,450,000**. The Subcommittee recommends \$420,221 in recurring EIA revenues and \$2,029,779 in other revenues, which could be recurring or non-recurring.

The Subcommittee also identified additional public education funding needs and four provisos for consideration by the Governor and General Assembly. These needs focus on two key objectives:

## Objective 1: Ensure all students graduate with the world-class knowledge, skills and characteristics to be college and/or career ready.

### Computer Science (CS)

The Code.org Advocacy Coalition released the *2018 State of Computer Science Education – Policy and Implementation*, a “status of computer science education policy across the nation and a first look at school-by-school data on the availability of computer science in high schools.”<sup>1</sup> The report noted that only 35% of high schools in the United States teach computer science with Black and Hispanic students, students in poverty and students from rural areas less likely to attend a school that provides computer science. The Code.org Advocacy Coalition has recommended nine policies to make computer science fundamental and accessibility to all students in a state.

One of the nine specific policies is to “allocate funding for rigorous computer science teacher professional learning and course support.” Currently nineteen states provide such funding including the states of Alabama, Arkansas, Georgia, North Carolina, Maryland and Virginia in the Southern Regional Education Board (SREB) region. South Carolina, to date, has not provided funding. The next two recommendations focus on state funding of computer science.

#### SC Department of Education - Professional Development (\$750,000)

SCDE requested a \$2 million increase for professional development to provide training to teachers regarding the new Grades 9-12 Computer Science Standards and to educators in school safety planning. The basis for the \$2 million request was not provided.

#### Computer Science 4 South Carolina (\$300,000 in non-recurring funds)

CS4SC is a partnership among the University of South Carolina, the Citadel and Lexington School District One. The CS4SC Initiative is a professional development program that establishes a statewide regional network to support teachers in the instruction and understanding of computer science, computational thinking and problem solving. Primary goals of the initiative are to:

- Increase access to CS training
- Establish a baseline understanding of CS concepts
- Expand CS outreach across SC
- Provide CS mentoring and coaching and
- Establish regional network for collaboration

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<sup>1</sup> *2018 State of Computer Science Education – Policy and Implementation*. [https://code.org/files/2018\\_state\\_of\\_cs.pdf](https://code.org/files/2018_state_of_cs.pdf)

- Provide resources for CS instruction
- Support industry pipeline through awareness.

There are three methods CS4SC will use to address the high demand for training: (1) workshops to prepare teachers for High School Computer Science standards; (2) coaching to establish professional networks within their regions; and (3) resources to provide classroom sets of educational robotics and physical computing devices.

CS4SC requests EIA funding to replace Code.org funding that is no longer available. Fully implemented, the initiative’s budget is \$930,000. However, an initial pilot to provide proof of concept would cost \$300,000. Currently, SCDE focuses on promulgation of computer standards and Computer Science 4 SC focuses on computing and engineering and is also beginning to address information technology.

Salary/Benefits		Expenses	
CS4SC Director	\$75,000	Resources/Materials	\$20,000
Fringe	\$27,000	Travel	\$41,400
Regional Coach	\$60,000	Consultant Fees	\$15,000
Fringe	<u>\$21,600</u>	Facilities	<u>\$40,000</u>
Subtotal	\$183,600	Subtotal	\$116,400

Should future Board of Economic (BEA) revenue projections identify additional EIA revenues, the Subcommittee would recommend the following:

**Additional:**

**Arts Curricula (H910) (\$250,000)**

The SC Arts Commission requested an increase of \$500,000. The Subcommittee recommends an increase of \$250,000 to fund new grants Arts in Basic Curriculum (ABC) Advancement Grants and Arts Education Projects (AEP) Grants in rural schools in South Carolina.

**Provisos:** In addition to Advanced Placement (AP) and International Baccalaureate (IB) Exams to determine “college ready” for purposes of accountability, the EOC approved in October of 2018 the addition of Cambridge International Examinations in high school as a metric for college readiness. The following provisos are recommended to be amended to include Cambridge International Examinations as part of the definition of gifted and talented for high schools under the Education Finance Act (EFA) and as part of the allocation formula for EIA funds for assessment.

**Amend Proviso 1.3.** (SDE: EFA Formula/Base Student Cost Inflation Factor) and the definition of gifted and talented students in high school:

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), ~~and~~ International Baccalaureate (IB), ~~and~~ Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

**Amend Proviso 1A.26.** to include Cambridge International Assessments

**1A.26.** (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Funds appropriated and/or authorized for assessment shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement, ~~and~~ International Baccalaureate, and Cambridge International exams.

## Objective 2: Recruit and retain teachers who can prepare students to be college and/or career ready.

Nationally, approximately 40 percent of all new teachers leave the classroom within the first five years of employment as compared to all other professions that have a cumulative turnover rate of approximately 17.9 percent.<sup>2</sup> Compounding the national issue is the reduction in the number of individuals pursuing a postsecondary degree in education. Between 2009 and 2014, there has been a 35 percent decline in enrollment in educator preparation programs in the country.<sup>3</sup> Low unemployment rates in the nation make recruitment of individuals into teaching even more challenging as do the following realities:

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<sup>2</sup> Alliance for Excellent Education (AEE). (2014). On the path to equity: Improving the effectiveness of beginning teachers. <https://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>.

Ingersoll, R., Merrill, L., and Stuckey, D. (2014) Seven trends: the transformation of the teaching force. CPRE Research Report #RR-80. Philadelphia, PA: Consortium for Policy Research in Education. [http://www.cpre.org/sites/default/files/workingpapers/1506\\_7trendsapril2014.pdf](http://www.cpre.org/sites/default/files/workingpapers/1506_7trendsapril2014.pdf).

Darling-Hammond, L. (2001) The challenge of staffing our schools, *Educational Leadership*, 58(8), 1217.

Boushey, H. & Glynn, S.J. (2012). There are significant business costs to replacing employees. Center for American Progress. <https://cdn.americanprogress.org/wp-content/uploads/2012/11/16084443/CostofTurnover0815.pdf>.

<sup>3</sup> Sutcher, L., Darling-Hammond, L., and Carver-Thomas, D. (2016) A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. [https://learningpolicyinstitute.org/sites/default/files/product-files/A\\_Coming\\_Crisis\\_in\\_Teaching\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf).

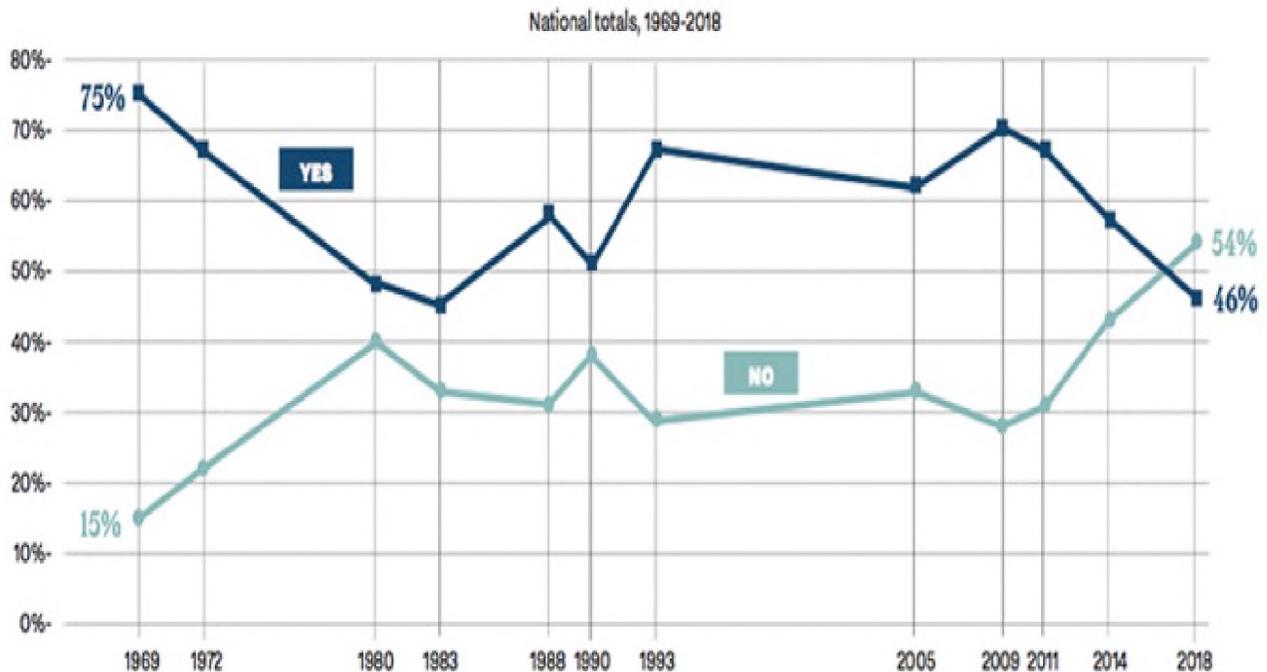
- In a 2017 survey of 137,456 first-year students at 184 American colleges and universities, 4.6% of students reported “education” as their probable field of study, down from 10.1% in 2003 and 13.3% in 1990.<sup>4</sup>
- Due to the rising cost of a college education and corresponding increase in student loan debt, many economists and financial planners are encouraging students and parents to understand the value of their educational investment and return on their investment by looking at earnings information by careers. In a recent study of undergraduates at Rutgers University, researchers found that “labor market information has an impact on students by lowering their earnings expectations, particularly in the typically high paying fields of business, health, and STEM. Many students hold higher-than-realistic views of their potential future earnings in these fields, and viewing national data on earnings and employment served to lower these expectations. . . . Students’ optimistic expectations about earnings in these fields may be cause for concerns to the extent that these perception lead students away from other fields that they may prefer and may be more lucrative than they think.”<sup>5</sup> Consequently, as more information on earnings potential is publicized, fewer students may choose education as a career.
- For the first time since the public opinion poll was conducted in 1969, the majority of parents do not want their children to become public school teachers. In 1969 75 percent of parents would have liked for their child to become a teacher. In 2018 46 percent of parents would have liked for their child to become a teacher. As the following chart documents, the sharp increase in the negative perceptions of the profession by parents started in the aftermath of the Great Recession, the first time in our nation’s history when teachers were laid off due to revenue shortfalls.

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<sup>4</sup> CIRP Freshman Survey, 2016 <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2016.pdf>.

<sup>5</sup> Ruder, Alex & Van Noy, Michelle. (2018) Adjusting Expectations: The Impact of Labor Market Information on How Undergraduates View Majors and Careers. Rutgers Education and Employment Research Center.

# Would you like your child to become a teacher?



Gallup produced the PDK polls from 1969 to 2015. Langer Research Associates has produced the PDK poll since 2016, including the 2018 poll.

## PDK poll, 2018

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South Carolina mirrors the national statistics. Much of the following data come from the annual teacher supply and demand reports published annually in January by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The following statistics are focused on recruitment (the *pipeline into teaching*) and retention (the *pipeline out of teaching*):

### Pipeline into teaching:

- **4%** of the 2018 graduating class in South Carolina reported education as a career interest when taking The ACT®, down from **5%** in 2017.
- Applicants to the SC Teacher Loan Program are down **40%** over the past 7 years.
- Students completing a traditional SC teacher education program are down **30%** in four years.
- **21%** of newly hired teachers in 2017-18 were graduates from a SC teacher education program, a decline of 25% over the past five years.
- **9%** of newly hired teachers in 2017-18 completed alternative certification.

Pipeline out of teaching:

- **4,900** teachers left positions during or at end of the 2016-17 school year and were no longer teaching in 2017-18.
- Of these 4,900, **35%** had 5 or fewer years of classroom experience, and **12%** had only one year or less.
- At the start of the 2017-18 school year, there were 550 vacant teaching positions, a **16%** increase over the prior school year.

The above statistics would have been even direr if school districts had not employed exchange visitor teachers. As the following table notes, the number of international teachers hired has almost doubled in just three years. The cost of securing an international teacher is approximately \$10,000 that covers the cost of employing the services of a private vendor to recruit, place transition and orient the new teacher.

**Exchange Visitor Teachers with International Certificates in South Carolina**

School Year	# Exchange Visitor Teachers	# Districts Employing Exchange Visitor Teachers	Total Number of Certification Areas*	Number (%) Certifications in non-foreign language areas **
2015-16	430	50	654	477 (73%)
2016-17	546	54	853	619 (73%)
2017-18	822	55	1,160	869 (75%)

Source: SC Department of Education, Office of Educator Services, October 2, 2018

\* A teacher may be certified in multiple content areas; therefore, the total number of certification areas exceeds the number of teachers.

\*\* Excluded are teachers certified in Chinese, English as a Second Language, French, German, Latin and Spanish.

What does the research say about job satisfaction in teaching and other careers that can lead to policies and strategies for improving teacher recruitment and retention in South Carolina?

- Employees who are satisfied with their jobs are less likely to consider leaving. Working conditions that provide support, resources, and opportunities to learn and that encourage autonomy have higher job satisfaction and lower turnover.<sup>6</sup>
- High employee turnover causes a decline in productivity that, in turn, results in added costs to an employer. In education, high teacher turnover rates result in lower morale and

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<sup>6</sup> Laschinger, H.K.S. (2012). Job and career satisfaction and turnover intentions of newly graduated nurses. *Journal of Nursing Management*, 20, 472-484.

lower student achievement, especially in high-poverty schools. “The rate of attrition is roughly 50 percent higher in poor schools than in wealthier ones.”<sup>7</sup>

- There is a strong relationship between job satisfaction and intent to remain in teaching. Teachers with high levels of job satisfaction were influenced by the intrinsic values in teaching (helping students, contributing to society, etc.) and by extrinsic values like salary, vacations, and retirement benefits. In a study of elementary teachers, teachers who did not intend to remain in teaching were motivated to leave solely by extrinsic variables like workload, salary, etc.<sup>8</sup>
- The cost of recruiting a teacher i.e. (marketing, personnel costs, retraining of staff, signing bonus, etc.) is approximately 20 percent of the salary of the individual. In public education, the average cost is approximately \$18,000 per teacher or \$20,000 per teacher in an urban area.<sup>9</sup> In 2005 the Alliance for Excellent Education estimated that in the United States, states spend annually \$2.2 billion to replace a teacher who left the profession and another \$2.7 billion for teachers who transferred schools. In South Carolina alone, the annual estimate was \$30.5 million to replace teachers leaving the profession and another \$44 million for teachers who change jobs.<sup>10</sup>
- 90% of open teaching positions are created by teachers who leave the profession. Some are retiring but two-thirds are leaving, primarily due to dissatisfaction with teaching (lack of administrative support, low salaries, dissatisfaction with testing and accountability, lack of opportunities for advancement and working conditions).<sup>11</sup>
- A higher percentage of teachers are leaving the profession in the South than in the Northeast.<sup>12</sup>

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<sup>7</sup> Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states.

<sup>8</sup> Perrachione, B.A., Petersen, G.J., & Rosser, V.J. (2008). Why do they stay? Elementary teachers’ perceptions of job satisfaction and retention. *Professional Educator*, 32(2), 25-41.

<sup>9</sup> Learning Policy Institute (September 13, 2017) <https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>.

Barnes, G., Crowe, E., & Schaefer, B. (2007). The cost of teacher turnover in five school districts: A pilot study. Washington, DC: National Commission on Teaching and America’s Future. (Cost adjusted for inflation using the Bureau for Labor Statistics Consumer Price Index Inflation Calculator.)

Boushey, H. & Glynn, S.J. (2012). *There are significant business costs to replacing employees*. Center for American Progress. <https://cdn.americanprogress.org/wp-content/uploads/2012/11/16084443/CostofTurnover0815.pdf>.

<sup>10</sup> Alliance for Excellent Education (2005).

<sup>11</sup> Carver-Thomas, D. and Darling-Hammond, L. (August 2017) Teacher Turnover: Why it Matters and What We can do. [https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher\\_Turnover\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf)

<sup>12</sup> Carver-Thomas, D. et. al.

- The most effective induction programs for teachers focus on having expert mentors and intensive training.<sup>13</sup>
- When controlling for other factors, “teachers in districts with a maximum teacher salary greater than \$72,000 are 20% to 31% less likely to leave their schools than those in districts with maximum salaries under \$60,000.”<sup>14</sup>

This fall SREB will release a report encouraging states to consider four strategies to improve teacher preparation programs. The SREB Teacher Preparation Commission met between 2016 and 2018 to design strategies that would increase the number of highly effective teachers in our schools. The Commission recognized the growing teacher shortage issue in many SREB states. Following are the four strategies and recommendations for improving teacher preparation programs that the Commission adopted:

**Clinical Experiences:** Place all teacher candidates in high-quality clinical experiences:

- Require programs to place candidates in high-quality clinical experiences
- Develop and offer support for training mentor teachers
- If states fund stipends for full-year residencies, prioritize any available funding for candidates who intend to teach in hard-to-staff schools, and
- Require educator preparation programs to report on quality of clinical experiences.

**Data Systems:** Bring together data from across state and local agencies to inform improvement:

- Implement a statewide data system to link across state and local agencies,
- Disseminate data widely, tailored to needs of audiences, and
- Empower change and expect improvement.

**Partnerships:** Encourage strong partnerships between teacher preparation programs and local school districts:

- States should provide incentives and support for strong partnerships between teacher preparation programs and local school districts.

**Licensure:** Hold all new teachers to the same standard, no matter their route into the profession:

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<sup>13</sup> Howe, E.R. (2006). Exemplary teacher induction: An international review. *Educational Philosophy & Theory*, 38(3), 287-297.

<sup>14</sup> Carver-Thomas, D. et. al.

- Require all teacher candidates to meet the same standard for initial licensure,
- Adopt practice-based assessments of teacher readiness, and
- Identify a continuum of teacher development and link it to the licensure system.

Based upon research and the SREB report, the following are strategies and policies for improving the recruitment and retention of teachers in South Carolina for the next three years. With 4,900 individuals leaving teaching in 2016-17 and not returning to teach in our state, at a minimum, districts are spending as much as \$88.2 million in state and local funds. These strategies are focused on both recruitment and retention of teachers. For recruitment, the objective is to address the cost of obtaining a postsecondary degree in education. For retention, the objective is to focus on retaining more teachers especially during the first five years of their careers and on addressing the critical shortages in STEM teachers.

**Revise the State Minimum Salary Schedule and Increase Starting Pay from \$32,000 to \$35,000**

Without a significant increase in EIA revenues in Fiscal Year 2019-20, any increase in salaries for teachers will have to occur with increased funding of the Education Finance Act (EFA) and/or with the transfer of line item appropriations from the EIA to the General Fund. The Subcommittee recommends, at a minimum, that the state consider amending the existing the state minimum salary schedule accordingly. The state could pilot a new minimum salary schedule in several districts before statewide implementation. Increasing the starting salary from \$32,000 to \$35,000 would require an additional \$59.9 million. The 2017-18 average teacher salary in South Carolina was \$50,182. The following chart compares the actual average teacher salary in South Carolina over the past three fiscal years to the estimated Southeastern average teacher salary.

Average Teacher Salary

Fiscal Year	SC Actual	Southeastern	Difference
2017-18	\$50,182	\$50,756	(\$574)
2016-17	\$50,050	\$50,119	(\$69)
2015-16	\$48,769	\$49,363	(\$594)

Source: S.C. Revenue and Fiscal Affairs Office, August 22, 2018.

Using the Fiscal Year 2018-19 state minimum salary schedule and increasing the starting pay from \$32,000 to \$35,000 and the maximum pay from \$65,378 to \$68,000, the state minimum salary schedule could be simplified across five career bands. Increasing the starting salary to \$35,000 is a policy decision to recognize a living wage salary for teachers. Classroom teachers as defined by the Professional Certified Staff (PCS) Position Codes of 03 through 09, 10, 11, 17, 18 and 23, the same codes that define the teachers who are eligible for teacher supply funds, would be paid at the minimum of these bands. As is the practice today, districts would still retain

the ability to increase the minimum and maximum salaries above the statewide minimum within the pay bands as determined by the local school district using local revenues.

The General Assembly would have to clearly define the minimum qualifications for movement between bands that would be established in law. For example, a Level I teacher could be defined as any teacher who had not completed the induction program. Upon earning his or her teaching credential, the teacher would move from being a Level 1 to a Level 2. As the chart below notes, a teacher would be classified as a Level 2 teacher for a maximum of five years and then move into Level 3. If the teacher earned an advanced degree or met other qualifications, then the teacher would move from Level 3 to Level 4 and then Level 5. In addition, the General Assembly might want to consider requiring at a minimum that each teacher receive within the pay bands at least a one percent increase in salary each year. This could be accomplished by a legislative directive in the annual general appropriation bill. The General Assembly could also consider piloting the revised pay structure with districts prior to statewide implementation. The minimum salary schedule could be updated annually as well through a proviso in the budget.

<b>Career Bands</b>	<b>Example of Qualifications</b>	<b>Minimum Salary Range</b>
Level 1	<ul style="list-style-type: none"> <li>Once the teacher completes induction program, he or she moves to the next band</li> </ul>	\$35,000 to \$45,000
Level 2	<ul style="list-style-type: none"> <li>Maximum of five years in this band</li> </ul>	\$45,001 to \$53,000
Level 3	<ul style="list-style-type: none"> <li>No maximum number of years in this band</li> </ul>	\$53,001 to \$58,000
Level 4	<ul style="list-style-type: none"> <li>Must have a master’s degree or higher</li> <li>3 years or more of experience as a mentor or instructional coach</li> </ul>	\$58,001 to \$63,000
Level 5	<ul style="list-style-type: none"> <li>Master’s degree or higher</li> <li>Highly effective teacher</li> <li>Leadership roles in school or district</li> </ul>	\$63,001 to \$68,000

Districts could establish additional qualifications to move from one band to the next. Districts would annually submit their pay schedules to the State Board of Education for approval. For example, a district who needs to attract career changers in STEM fields, including Career and Technology Education (CTE) instructors, might include private sector employment as a rationale for moving a teacher from Level 3 to Levels 4 or Level 5, counting the individual’s prior industry experience.

As is the current practice, the bands on the statewide minimum salary schedule would be funded through the following sources: state and local Education Finance Act (EFA) funds and EIA teacher salary supplement funds. Districts desiring to pay in excess of the statewide minimum salary schedule would supplement EFA and EIA funds with local revenues.

One of the factors that impacts employee satisfaction is salary and the ability to “move up.” The current South Carolina statewide minimum salary schedule is known as a single salary schedule or “steps and lanes.” Teachers are paid based on steps that represent years of services or seniority and on lanes that are their educational attainment i.e. bachelor’s degree, master’s degree, etc.

In addition to the single salary schedule, districts may give salary supplements or additional pay to teacher through stipends or bonuses. For example, teachers gaining National Board certification or leading extracurricular activities at the school may receive stipends. Teachers may also be eligible for hiring or performance bonuses while other districts offer bonuses for teachers who teach hard-to-staff subjects or in hard-to-staff schools.

The South Carolina 2018-19 state minimum salary schedule compensates teachers for years of experience from 0 to 23 years and educational level across five different levels - bachelor’s degree; bachelor’s degree plus 18 hours; master’s degree; master’s degree plus 18 hours; and doctorate.

A single salary schedule is used by most states because it minimizes pay bias regarding favoritism, gender and race. They system also gives predictability to teachers while incentivizing teachers to remain in the profession. The longer an individual is employed in the profession, the more pay he or she earns annually, even if the pay is only a 1 or 2 percentage increase. Most salary schedules “stop” after a certain number of years. In our state, the salary schedule stops at 23 years.

The criticisms of the current system focus on its rigidity. The single salary schedule does not give flexibility to attract, reward and retain teachers with added compensation. The single salary schedule also favors teachers with more seniority when across-the-board pay increases are implemented. In the event district revenues decline, districts are typically locked into paying teachers. Finally, research questions the link between a teacher’s education and seniority and students’ academic performance.

In Fiscal Year 2009-10, when South Carolina experienced multiple mid-year revenue shortfalls, districts were given the flexibility to freeze the step increases. For all practical purposes, the salary schedule stopped working because seniority was not recognized for compensation. As

recently as the fall of 2017, nine school districts had not “caught up” with step increases for teachers affected by the suspension of the step increase.

If South Carolina wanted to consider simplifying the salary schedule and implementing career levels, bands or ladders, the experience of Wisconsin should be considered. The state of Wisconsin recently underwent significant amendments to its salary schedule after passage of Act 10 in 2011.<sup>15</sup> Act 10 “eliminated collective bargaining rights for most public employees, retained teacher compensation bargaining only for base pay increases, and limited that bargaining to the percentage change in the consumer price index.”<sup>16</sup> Many districts used the passage of Act 10 to redesign their compensation practices.

A report by the Wisconsin Center for Education Research documents the changes made. All districts moved away from the single salary structure to some degree. Several Wisconsin districts moved away from automatic step increases, choosing instead to create compensation systems that: embraced district goals, recognized teacher contributions to the organization, aligned with the state’s teacher effectiveness system and moved to a career pathway approach.<sup>17</sup> “The districts limited the number of lanes or change the lanes from education-based to a more career-level approach. All districts modified the steps.”<sup>18</sup> “To reflect a professional path for educators (as opposed to a uniform step and lane system), about half of the districts (in the sample survey) adapted a career level approach, also referred to as career bands or ladders.”<sup>19</sup>

A career-level approach for South Carolina could be implemented to address the following objectives:

- Teachers would be compensated for more than just seniority and educational achievement;
- Such as system might create career pathways that encourage individuals to remain classroom teachers; and
- Provide greater flexibility for schools and districts in recruiting teachers, especially teachers in hard-to-staff disciplines.

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<sup>15</sup> Teacher Compensation: Standard Practices and Changes in Wisconsin. August 2016. Wisconsin Center for Education Research. [https://wcer.wisc.edu/docs/working-papers/Working\\_Paper\\_No\\_2016\\_5.pdf](https://wcer.wisc.edu/docs/working-papers/Working_Paper_No_2016_5.pdf).

<sup>16</sup> Ibid, p. 1.

<sup>17</sup> Ibid, page 9.

<sup>18</sup> Ibid, page 12.

<sup>19</sup> Ibid, page 15.

### **Maintenance of ProTeam, Teacher Cadet and Teaching Fellows (\$1,000,000)**

There has been a 30 percent decline in the number of individuals completing teacher education programs over the last four years. Teacher Cadets and ProTeam sites in the last two years have grown by 30 and 23 sites respectively. To continue offering 200 Teaching Fellows, CERRA will need an increase of \$1 million. CERRA has funded the revenues from out-of-state sales of the Teacher Cadet curriculum and funds collected on Teaching Fellows loans in default. This increase was also approved by the South Carolina Commission on Higher Education.

The next two recommendations deal with the state providing financial incentives and support to develop strong partnerships between teacher preparation programs and local school districts. The recommendation is to begin with the six institutions of higher education that produce the most number of students graduating with a bachelor's degree and eligible for teacher certification. The University of South Carolina – Columbia campus has already initiated the Carolina TIP program. Other institutions like Clemson University have developed residency programs. The objective is to encourage each institution to create or expand existing partnerships and support those initiatives through grants provided through the Centers of Excellence program administered by the Commission on Higher Education.

### **Center for Educational Partnerships (\$287,500)**

The first of a three-year expansion of Carolina TIP, the recommendation is to fund all graduates employed in the Midlands, which totals at 115 at \$2,500 per teacher.

### **Centers of Excellence (\$340,369)**

In the first year, the Commission on Higher Education would award grants that equal up to \$2,500 per student for approximately 136 students graduating with a bachelor's degree and eligible for teacher certification to the following higher education institutions: Clemson University; College of Charleston; USC-Upstate; Winthrop; and Coastal Carolina. The funds would have to be spent on creating strong partnerships between the universities and the districts as noted below in the proposed proviso.

#### **Amend Proviso 1A.31.**

**1A.31.** (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

In addition, \$340,000 of the funds appropriated for Centers of Excellence must be used to award grants to Clemson University, the College of Charleston, USC-Upstate, Winthrop University and Coastal Carolina University to support high-quality partnerships between teacher preparation programs and local school

districts. Such partnerships may include, but are not limited to, residency programs or mentoring programs. The goal of this program is to increase the retention rate of teachers during the first five years of their careers. The Commission must collect evidence and data to document how the funds are expended and the outcomes of these efforts and report the findings annually to the General Assembly.

Should future Board of Economic (BEA) revenue projections identify additional EIA revenues, the Subcommittee would recommend the following:

**Additional:**

**CERRA (\$600,000)**

The recommendation is to increase the number of Teaching Fellows from 200 to 225.

**S<sup>2</sup>TEM Centers SC (\$250,000)**

The recommendation is to fund the initial design and implementation of a STEM Teacher Fellows program targeted at recruiting and retaining STEM teachers with four to seven years of teaching experience. In the first year, the goal would be to identify non-profit and business support for the program as well. The Subcommittee recommends that, before implementation of the program, that S<sup>2</sup>TEM Centers SC identify matching funds that would support the program and a detailed project design of the program.

**Proviso:**

Add a new Proviso to read to increase maximum loan amounts for the Teacher Loan Program

1A. \_\_\_ With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per year and the aggregate maximum loan amount is \$27,500.

The following is a chart that identifies a three-year phase-in of these recommendations to improve the recruitment and retention of teachers.

**Increase in Recurring Appropriations Across Three Years**

<b>Teacher Recruitment</b>	<b>FY2018-19</b>	<b>FY2019-20</b>	<b>FY 2020-21</b>
Expansion of ProTeam Sites, initially 20 new sites and then plan ahead for 15 additional sites per year (CERRA)	\$40,000	\$20,000	\$20,000
Expansion of Teacher Cadet Sites, initially 23 new sites (CERRA)	\$60,000	--	--
Teaching Fellows – Maintenance of effort	\$900,000		
Teaching Fellows Increase the award amount from \$6,000 to \$7,500 (CERRA)			
Teaching Fellows – Increase from 200 to 225 the number of Teaching Fellows (CERRA)	\$600,000		
Policy: Increase the starting salary of teachers from the current \$32,000 per year to \$35,000 per year.			
Policy: Increase the annual and maximum awards of the SC Teacher Loan Program accordingly. The annual maximum award for juniors, seniors and graduate students would increase from \$5,000 to \$7,500 per year. The aggregate maximum loan amount would also need to increase from \$20,000 to \$27,500.			
<b>Teacher Retention</b>			
STEM Teacher Fellows Program coordinated by S <sup>2</sup> TEM Center to recruit and retain STEM teachers	\$250,000	\$562,500	\$312,500
Center for Educational Partnerships (USC-Columbia)			
Year 1 – Serve all USC graduates with Carolina TIP program in Midlands (115 at \$2,500 per teacher)	\$287,500		
Year 2 – Serve all USC graduates throughout the state (222 at \$2,500 per teacher)		\$555,000	
Year 3 - Expand program to historically black college/university (HBCU)			\$100,000
Support or develop partnerships with colleges of education and school districts that could include: residencies, support and training of mentors, etc. Require colleges of education to report on outcomes and partnerships.			
Year 1 – Focus first on the 6 institutions that produce the highest number of students graduating with a bachelor’s degree and eligible for teacher			

<p>certification in SC, which, in addition to USC-Columbia (283), are: College of Charleston (134), Clemson (120) Coastal Carolina (107), USC-Upstate (134), and Winthrop (172) An estimated 667 graduates</p> <p>Year 1 - \$2,500 per 136 graduates.</p> <p>Years 2 - Continue expansion by to an additional 531 graduates at \$2,500 per graduate</p> <p>Year 3- Expand to all other traditional teacher preparation programs, private and public, (\$2,500 per 700 graduates)</p>	<p>\$340,369</p>	<p>\$1,327,500</p>	<p>\$1,750,000</p>
<p>Policy: Working Conditions Survey (CERRA) to survey teachers anonymously to determine their intent to stay or leave teaching and why they are choosing to stay or leave teaching. The information will assist state and local officials. To reduce costs, questions could be added to the current annual teacher survey. Funded with non-recurring EIA revenues.</p>			
<p>Policy - Allow teacher preparation programs to provide alternative teacher preparation programs</p>			
<p>Policy – Development of the longitudinal database at Revenue and Fiscal Affairs Office will address the need for data to inform both higher education and K-12 on effectiveness of teachers from both traditional and alternative educator preparation programs.</p>			

<b>Education Improvement Act</b>			<b>Subcommittee Recommendations</b>
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY</b>			
<b>1. Student Learning</b>			
Personal Service Classified Positions	58,629	58,629	
Other Operating Expenses	136,739	136,739	
Adult Education	15,073,736	15,073,736	
Aid to Districts	14,386,600	24,401,779	
Aid to Districts Technology	12,000,000	12,000,000	
Students at Risk of School Failure	79,551,723	79,551,723	
Industry Certifications/Credentials		550,000	420,221
Arts Curricula	1,487,571	1,487,571	
Career & Technology Education	18,966,830	20,072,135	
Summer Reading Camps	7,500,000	7,500,000	
Reading Coaches	9,922,556	9,922,556	
EEDA	8,413,832	8,413,832	
<b>Subtotal</b>	<b>167,498,216</b>	<b>179,168,700</b>	
<b>2. Student Testing</b>			
Personal Service Classified Positions	548,518	548,518	
Other Operating Expenses	678,748	678,748	
Assessment / Testing	27,261,400	27,261,400	
<b>Subtotal</b>	<b>28,488,666</b>	<b>28,488,666</b>	
<b>3. Curriculum &amp; Standards</b>			
Personal Service Classified Positions	126,232	126,232	
Other Personal Service	4,736	4,736	
Other Operating Expenses	41,987	41,987	
Reading	6,542,052	3,271,026	
Instructional Materials	20,922,839	20,922,839	
<b>Subtotal</b>	<b>27,637,846</b>	<b>24,366,820</b>	
<b>4. Assistance, Intervention, &amp; Reward</b>			
Personal Service Classified Positions	1,236,436	1,236,436	
Other Operating Expenses	1,374,752	1,374,752	
EAA Technical Assistance	12,801,301	23,801,301	
Power School/Data Collection	7,500,000	7,500,000	
School Value-Added Instrument	1,400,000	1,400,000	
<b>Subtotal</b>	<b>24,312,489</b>	<b>35,312,489</b>	
<b>B. Early Childhood</b>			
Personal Service Classified Positions	831,246	831,246	
Other Operating Expenses	556,592	556,592	
Alloy EIA - 4 YR Early Child	15,513,846	15,513,846	
SCDE-CDEPP	34,324,437	34,324,437	
<b>Subtotal</b>	<b>51,226,121</b>	<b>51,226,121</b>	

<b>Education Improvement Act</b>			<b>Subcommittee Recommendations</b>
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>C. TEACHER QUALITY</b>			
<b>1. Certification</b>			
Personal Service Classified Positions	1,068,102	1,068,102	
Other Personal Service	1,579	1,579	
Other Operating Expenses	638,999	638,999	
<b>Subtotal</b>	<b>1,708,680</b>	<b>1,708,680</b>	
<b>2. Retention &amp; Reward</b>			
<b>Special Items</b>			
Teacher of the Year Award	155,000	155,000	
Teacher Quality Commission	372,724	372,724	
Teacher Salary Supplement	150,823,453	181,230,766	
Teacher Salary Supplement - Fringe	22,521,917	35,269,769	
National Board Certification	51,000,000	44,500,000	
Rural Teacher Recruiting Initiative	9,748,392	9,748,392	
Teacher Supplies	14,721,500	14,721,500	
Incentive for Computer Coding Teachers	100,000	100,000	
<b>Subtotal</b>	<b>249,442,986</b>	<b>286,098,151</b>	
<b>3. Professional Development</b>			
<b>Special Items</b>			
Professional Development	9,515,911	2,771,758	
ADEPT	873,909	873,909	
<b>Subtotal</b>	<b>10,389,820</b>	<b>3,645,667</b>	
<b>4. ADEPT</b>			
Position	65,000	65,000	
<b>Subtotal</b>	<b>65,000</b>	<b>65,000</b>	
<b>D. LEADERSHIP</b>			
<b>1. Schools</b>			
<b>2. State</b>			
Personal Service Classified Positions	82,049	82,049	

<b>Education Improvement Act</b>			<b>Subcommittee Recommendations</b>
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Other Personal Service	83,121	83,121	
Other Operating Expenses	279,032	279,032	
Technology	12,271,826	12,271,826	
<b>Subtotal</b>	<b>12,716,028</b>	<b>12,716,028</b>	
<b>E. EIA Employer Contributions</b>	<b>1,249,821</b>	<b>1,249,821</b>	
<b>F. PARTNERSHIPS</b>			
<b>1. Business and Community</b>			
<b>2. Other Agencies &amp; Entities</b>			
ETV - K-12 Public Education (H670)	3,576,409	3,576,409	
ETV - Infrastructure (H670)	2,000,000	2,150,000	
Literacy & Distance Learning (P360)	415,000	415,000	
Reach Out and Read (A850)	1,000,000	1,000,000	
SC Youth Challenge Academy (E240)	1,000,000	1,000,000	
Arts Curricula (H910)	1,070,000	1,170,000	
Education Oversight Committee (A850)	1,793,242	1,793,242	
Science PLUS (A850)	563,406	563,406	
STEM Centers SC (H120)	1,750,000	1,750,000	
Teach For America SC (A850)	3,000,000	3,000,000	
Gov. School Arts & Humanities (H630)	1,355,672	1,449,647	101,929
Will Lou Gray Opportunity School (H710)	651,383	681,998	27,340
School for Deaf & Blind (H750)	7,557,223	7,618,282	189,295
Disabilities & Special Needs (J160)	548,653	468,653	
SC Council on Economic Education (H270)	300,000	300,000	(60,000)
John De La Howe School (L120)	417,734	417,734	
Clemson Ag Ed Teachers (P200)	989,758	1,008,253	55,780
Center for Educational Partnerships (H270)	715,933	715,933	
Quaver Music (H120)	100,000	100,000	*
Centers of Excellence-CHE (H030)	1,137,526	1,137,526	
Teacher Recruitment Program-CHE (H030)	4,243,527	4,243,527	
SC Program for the Recruitment and Retention of Minority Teachers, SC State University (Base: \$339,482)			
Teacher Loan Program-State Treasurer (E160)	5,089,881	5,089,881	
Baby Net Autism Therapy (J020)	3,926,408	3,926,408	
Regional Education Centers (P320)	1,952,000	1,952,000	
Family Connection SC (H630)	300,000	300,000	
Center for Ed, Recruitment, Ret, and Adv (H470)	531,680	531,680	
Gov. School Science & Math (H630)	860,442	1,032,006	103,200
Call Me Mister (H120)		500,000	
<b>Subtotal</b>	<b>46,845,877</b>	<b>47,891,585</b>	
<b>G. TRANSPORTATION/BUSES</b>			

<b>Education Improvement Act</b>			<b>Subcommittee Recommendations</b>
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Other Operating	41,198,813	22,032,195	
<b>Subtotal</b>	<b>41,198,813</b>	<b>22,032,195</b>	
<b>H. Charter School District</b>	100,556,551	113,680,850	15,404,235
<b>Subtotal</b>	<b>100,556,551</b>	<b>113,680,850</b>	
<b>I. First Steps to School Readiness</b>			
Classified Positions	2,179,885	2,179,885	
Unclassified Positions	121,540	121,540	
Other Personal Services	150,000	150,000	
Other Operating Expenses	1,906,225	1,906,225	
County Partnerships	14,435,228	14,435,228	
CDEPP	9,767,864	9,767,864	
Fringe Benefits	775,485	775,485	
BabyNet Autism Therapy			
<b>Subtotal</b>	<b>29,336,227</b>	<b>29,336,227</b>	
<b>EIA RECURRING TOTAL</b>	<b>\$792,673,141</b>	<b>\$836,987,000</b>	<b>\$16,242,000</b>
<b>Abbeville Districts Capital Improvements (Non-Recurring)</b>	<b>\$4,828,859</b>		
<b>Nonrecurring</b>			
Computer Science Task Force	400,000		
Industry Certifications	6,821,500	5,109,000	
Industry Certifications	3,000,000	2,450,000	
Abbeville Districts Capital Improvements	55,828,859		
SCDE- Technical Assistance	1,308,500		
SDE-K-12 Funding Gap	450,000		
<b>Total</b>	<b>67,808,859</b>	<b>7,559,000</b>	
* Vetoed by Governor			

# Algebra Nation Evaluation

A Brief Report to the South Carolina Education Oversight Committee

Ed Dickey, Ph.D.

Professor Emeritus of Mathematics Education, UofSC

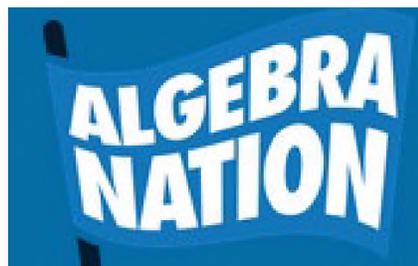
December 10, 2018

- What is Algebra Nation?
- How has it been implemented in South Carolina?
- What is the scope of the evaluation being conducted?

## What is Algebra Nation?

Algebra Nation is a set of **curriculum materials** developed to improve student achievement in a **first-year secondary school course addressing algebra**, typically a course called “Algebra 1” and required for graduation from high school and admission to college. The **six key components** of Algebra Nation are:

1. **Video Instruction**
2. **Printed Workbook**
3. **Test-Yourself Practice Tool**
4. **Algebra Wall**
5. **On Ramp to Algebra (Adaptive Pre-Algebra Learning Tool)**
6. **Teacher Area**



Algebra Nation was developed collaboratively by the **Lastinger Center** at the University of Florida and **Study Edge**, a Florida-based educational technology company, beginning in 2012. It was first used in the state Florida in 2013 and now is also used in Alabama, Mississippi, Michigan and New York City as well as in South Carolina.

The electronic Algebra Nation materials can be **accessed on computers** (desktop or laptop), tablets, or smartphones using Windows, Macintosh, Android, and iOS systems. Internet access is required though some materials including videos can be downloaded for viewing or use when Internet access is not available. A printed Workbook is provided to students and teachers in support of electronic materials.

The **video instruction** includes six “Study Experts” one of whom presents in Spanish. There are approximately 24 hours of video lessons per Study Expert that cover 62 topics with a total of nearly 150 hours of video instruction. Videos to support the Test Yourself solutions and help, On Ramp, Boot Camp, glossaries and other resources bring the total to over 500 hours.

A **Workbook** consistent with the instructional videos provides teachers and students with paper resources on which to write and practice algebra work seen and heard on the videos. The workbook content was reviewed by a team of South Carolina mathematics educators including high school teachers of algebra and college mathematics education faculty members to ensure the material is consistent with the South Carolina Algebra 1 Standards. Answer keys for the workbook problems are provided as a separate file in the Teacher Area.

## How has Algebra Nation been implemented in South Carolina?

Work began in the **Spring 2017** under the leadership of staff from the Education Oversight Committee, the state Department of Education, and Algebra Nation. **August 1, 2017, was the official launch date** but significant training and support work began in May 2017. Schools were given access to the Algebra Nation resources but actual usage was voluntary and specific uses were left to teachers and districts to determine. Algebra Nation was integrated into the data system of each district agreeing to implementation.

Schools and districts were provided with opportunities to train teachers during the summer and into the school year. **Any teacher teaching Algebra 1 in middle or high school or Foundations of Algebra or Intermediate Algebra was encouraged to access and use Algebra Nation materials.** The actual usage was left to teachers to determine. Students and teachers with access were free to use the materials as part of any class or outside of school. Algebra Nation was offered as a supplementary resource to complement districts' algebra curriculum.

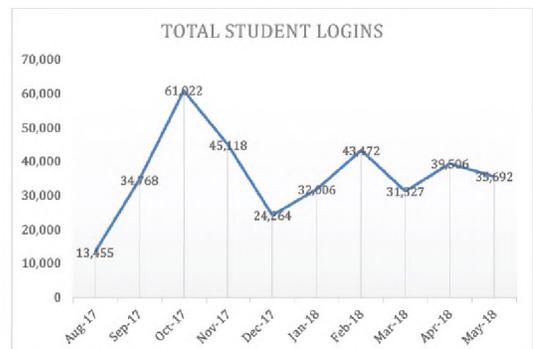
By January 31, 2018, a total of **63 South Carolina school districts** plus the Public Charter district and Juvenile Justice schools had full access as well as 5 charter or online schools. All South Carolina school districts were offered access but 18 either did not respond to requests for providing access or determined that their instructional plans for algebra were served by other resources.

A total of **70,000 printed Workbooks** were provided to students in participating schools and districts. Training sessions for 1,225 teachers at 100 sessions were held. Videos in Spanish were made available in November 2017 and a Braille version of the Workbook was provided in February 2018.

By May 30, 2018, Algebra Nation reported the following data for student and teacher “logins” (number of times accessing Algebra Nation resources), “unique logins” (number of individuals accessing Algebra Nation resources), and the total of number of times videos were viewed:

Total Student Logins	360,030
Total Teacher Logins	51,810
Unique Student Logins	40,016
Unique Teacher Logins	2,182
Total Video Views	493,550
Total Spanish Video Views	8,359

Since 60,445 students took the EOCEP Algebra 1 examination during 2017-2018, based on unique student logins, approximately 66% or 2 of every 3 South Carolina algebra students had access to Algebra Nation. Video viewing trends indicated between 25,000 and 70,000 video viewed per month during the school year with the most views near the end of the semester or school year.



## **What is the scope of the Algebra Nation evaluation being conducted in South Carolina?**

The **evaluation seeks to answer six research question using data** from the **EOCEP Algebra 1 examination**, from a **survey** of South Carolina teachers using Algebra Nation, and **from classroom observations** conducted during the 2017-2018 school year.

The primary and fundamental question to be answered by this evaluation was:

1. **Does access to or use of Algebra Nation materials positively impact the performance of South Carolina students in Algebra 1 and Intermediate Algebra courses on the End of Course Education Program (EOCEP) Algebra 1 examination?** Specifically, do students with access to Algebra Nation materials, on average, score higher than those without access or higher than comparable students from the prior year? Do students whose teachers use Algebra Nation materials with fidelity score higher than comparable students from the prior year?

The evaluation also sought and analyzed data that would answer the following two questions:

2. Do EOCEP Algebra 1 examination scores suggest a differential impact of Algebra Nation materials on South Carolina student subgroups (e.g. White-Black-Latino, ELL-NonELL, middle-high, Algebra 1-Intermediate Algebra, male-female)?
3. Are there component parts of Algebra Nation (e.g., videos, test practice tool, Algebra Wall) that have a higher association with student performance on the EOCEP Algebra 1 examination than the other components?

To address the first research question, data on the 2016-2017 and 2017-2018 administrations of the EOCEP Algebra 1 examination have been gathered from the publicly released results provided by the South Carolina Department of Education. **Results from the 2017-2018 EOCEP Algebra 1 examination for districts with access to Algebra Nation is being compared to their respective 2016-2017 results.**

Most importantly, a **sample of teachers from different schools and districts that implemented Algebra Nation with fidelity was identified and results on the EOCEP Algebra 1 examination for those teachers were compared to scores from the prior year.**

To address questions 2 and 3, data about **student subgroups is being used to analyze differential impact**, and **the impact of different Algebra Nation components on test scores is being examined.**

Related to teaching and classroom learning the evaluation sought and analyzed data to answer the following three questions:

4. Do teacher perceive that particular component parts of Algebra Nation (e.g., videos, online help, Algebra Wall) impact student performance on the Algebra 1 EOCEP greater than others?
5. What types of student or teacher engagements with the different components of Algebra Nation are required in order to impact student performance in Algebra 1?
6. Do South Carolina teachers of Algebra 1 whose students use Algebra Nation materials consider the materials useful to their work?

To evaluate these final three research questions data were gathered using a **statewide survey of Algebra Nation using teachers** as well as a set of **classroom observations conducted by Drs. Dickey and Knight.**