

**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

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*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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## Contents

Overview.....	1
Legislative Requirements.....	4
Kindergarten Contemporary Communities.....	7
Kindergarten Standards.....	8
Grade 1 Contemporary South Carolina.....	10
Grade 1 Standards.....	11
Grade 2 Contemporary United States of America.....	13
Grade 2 Standards.....	14
Grade 3 Contemporary World Geography.....	16
Grade 3 Deconstructed Skills.....	18
Grade 3 Standards.....	19
Grade 4 United States & South Carolina Studies Part I.....	22
Grade 4 Deconstructed Skills.....	24
Grade 4 Standards.....	26
Grade 5 United States & South Carolina Studies Part II.....	30
Grade 5 Deconstructed Skills.....	32
Grade 5 Standards.....	34
Grade 6 World Civilizations.....	38
Grade 6 Deconstructed Skills.....	40
Grade 6 Standards.....	42
Grade 7 Geography of World Regions.....	46
Grade 7 Deconstructed Skills.....	48
Grade 7 Standards.....	50
Grade 8 South Carolina and the United States.....	55
Grade 8 Deconstructed Skills.....	57
Grade 8 Standards.....	59
Human Geography.....	63
Human Geography Deconstructed Skills.....	65
Human Geography Standards.....	67
Modern World History.....	71
Modern World History Deconstructed Skills.....	73
Modern World History Standards.....	75
United States History and the Constitution.....	79

United States History and the Constitution Deconstructed Skills.....	81
United States History and the Constitution Standards .....	83
United States Government .....	87
United States Government Deconstructed Skills .....	89
United States Government Standards.....	90
Economics and Personal Finance.....	93
Economics and Personal Finance Deconstructed Skills.....	95
Economics and Personal Finance Standards .....	96
Teaching the History and Literature of the Old Testament Era.....	98
Teaching the History and Literature of the New Testament Era .....	100
References.....	102
Appendix A Primary (K-2) Skills Progression .....	105
Appendix B Historical Thinking Skills.....	108
Appendix C Geography Skills Progression .....	112
Appendix D Glossary.....	113

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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

*South Carolina Social Studies College- and Career-Ready Standards* were collaboratively written by a team of South Carolina classroom teachers, instructional coaches, district leaders, 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 writing team began the development process by reviewing a number of resources and conceptualizing what students who graduate from South Carolina's public education system should demonstrate. 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.

## 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.

## Enduring Understanding

Enunciated by Grant Wiggins and Jay McTighe (2005) in *Understanding by Design*, enduring understandings are “the specific inferences that have lasting value beyond the classroom.”

Enduring understandings are central to a discipline and are transferrable to new situations. 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

South Carolina Social Studies College- and Career-Ready Standards

Anticipated 2020

Page 1

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 documents (The Magna Carta is one) 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 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 intended for teachers and not designed for student assessment purposes.

### **Indicators**

Indicators are the specific statements integrating the content and skill that the students must demonstrate in order for them to meet the particular academic standards. Indicators provide essential guidance for ongoing 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. 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 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 (Webb, 1997). 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 the 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 that promote higher order thinking skills aligned to Depth of Knowledge. This design is to encourage inquiry and meaningful learning needed for college, career, and civic readiness.

### **Themes**

Thematic instruction allows for information to be categorized into organized concepts. These concepts are at the core of social studies thinking and allow for connections of content to be made in a variety of ways. Analysis of overlapping themes allow students to move away from rote memorization of historical events to 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.

### **Thinking Skills**

Discipline-specific skills are necessary for the student’s understanding the social studies content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices. These 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 the skills.

21st 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.

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## 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 16 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 Contemporary Communities

Students in the primary grades (K–2) 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 careers.

Instruction should utilize the specific thinking skills of a historian, geographer, economist, and political scientist, developed for kindergarten. The progression of developmentally appropriate thinking skills begins in kindergarten and builds with each year of social studies instruction. These 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 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 Contemporary Communities 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 their 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 they change and remain the same over time.
	<b>The student will:</b>
	<b>K.1.1</b> Identify similarities and differences between oneself and others.
	<b>K.1.2</b> Identify ways in which individuals change or stay the same over time.
	<b>K.1.3</b> Identify and source different forms of evidence used in historical inquiry such as digital sources, maps, photographs/images, or texts.
<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 synthesize information in order to allow for geographic questioning within the social studies standards.
	<b>The student will:</b>
	<b>K.2.1</b> Identify a map and its features (e.g., title, key/legend, and compass rose), and explain the purpose of maps.
	<b>K.2.2</b> Apply sources of geographic information (e.g., digital sources, maps, or photographs/images) to identify human-made and natural features.
	<b>K.2.3</b> Describe and compare the natural environment around one’s home and school using a visual representation.
<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>
	<b>K.3.1</b> Identify and compare wants and needs.
	<b>K.3.2</b> Explain how wants and needs change over time.
	<b>K.3.3</b> Identify why people have jobs, and explain the economic benefits for one’s self and community.
	<b>K.3.4</b> With prompting and support, identify an economic want or need at one’s school or community level and create a solution.

Key Concept	Standards
<b>Civics &amp; Government</b>	<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.
	<b>Enduring Understanding:</b> Attributes of responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions to promote strong relationships.
	<b>The student will:</b>
	<b>K.4.1</b> Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.
	<b>K.4.2</b> Explain the purposes of rules and laws and discuss consequences of breaking them.
	<b>K.4.3</b> Establish and practice classroom rules and procedures for listening and responding appropriately to others.
	<b>K.4.4</b> Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.

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## Grade 1

### Contemporary South Carolina

Students in the primary grades (K–2) 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. 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. These thinking skills are aligned with the *Profile of the South Graduate* of world-class knowledge, world-class skills, and life and career characteristics.

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 Contemporary 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 their 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>	<b>Standard 1:</b> Utilize the college and career skills of a historian to show continuity and change over time in South Carolina.
	<b>Enduring Understanding:</b> The similarities and differences in 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 patterns of history develop over time.
	<b>The student will:</b>
	<b>1.1.1</b> Identify similarities and differences between communities, home, neighborhoods, and school.
	<b>1.1.2</b> Identify a current event in South Carolina and make predictions about possible outcomes.
	<b>1.1.3</b> Identify patterns of continuities and changes within a period of time.
<b>Geography</b>	<b>Standard 2:</b> Utilize the college and career skills of a geographer to apply map skills and draw conclusions about South Carolina.
	<b>Enduring Understanding:</b> South Carolina’s diverse physical geography and her location relative to other places in the United States, students begin to develop the foundational understanding that humans interact with the different physical landscapes and consequently create different cultural, historical, and economic landscapes.
	<b>The student will:</b>
	<b>1.2.1</b> Use various maps to describe South Carolina’s three main regions (i.e. Lowcountry, Midlands, Upstate) and the state’s location in the nation using geographic terms.
	<b>1.2.2</b> Apply various sources of geographic information to identify and analyze the people, natural features, and resources in the three main regions of South Carolina (i.e. Lowcountry, Midlands, Upstate).
	<b>1.2.3</b> Use various sources of geographic information to describe the features of rural, urban, and suburban areas in South Carolina.
<b>Economics</b>	<b>Standard 3:</b> Utilize the college and career skills of an economist to understand how economic decisions affect South Carolinians.
	<b>Enduring Understanding:</b> Students in first grade will continue their learning of economic concepts by exploring how the availability of resources influences economic conditions in South Carolina and ultimately the personal economic decisions that individuals make.
	<b>The student will:</b>
	<b>1.3.1</b> Identify and compare goods and services.
	<b>1.3.2</b> Explain how goods and services change over time.

Key Concept	Standards
	<p><b>1.3.3</b> Research and describe how goods and services differ in rural, urban, and suburban areas in South Carolina.</p>
	<p><b>1.3.4</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>
<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 in 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>1.4.1</b> Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for the common good.</p>
	<p><b>1.4.2</b> Describe the purpose and functions of the three branches of South Carolina’s government and the structure and function of the local government.</p>
	<p><b>1.4.3</b> Demonstrate ways to display an active and responsible citizenship in local and state government.</p>
<p><b>1.4.4</b> Collaborate with others to identify and resolve a state issue and communicate resolutions.</p>	

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## Grade 2

### Contemporary United States of America

Students in the primary grades (K–2) 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. 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. These 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 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 Contemporary 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 their 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 contemporary 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>
	<b>2.1.1</b> Identify similarities and differences between past events or historical figures.
	<b>2.1.2</b> Identify multiple causes and effects of past or current events in the United States.
	<b>2.1.3</b> Analyze patterns of continuities and changes in the United States using evidence from a variety of sources, such as graphic organizers, maps, photographs/images, texts, and timelines.
	<b>2.1.4</b> Evaluate different forms of evidence used in historical inquiry and determine their validity.
<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.
	<b>Enduring Understanding:</b> The availability of resources and the physical features associated with them vary in different locations around the United States. Students will connect resources with various economic activities.
	<b>The student will:</b>
	<b>2.2.1</b> Collect information from various maps to describe the United States' physical features and the country's location in the world using geographic terms.
	<b>2.2.2</b> Use primary and secondary sources to describe and compare various landforms of the United States.
	<b>2.2.3</b> Explain how the distribution of natural resources, physical features, and human features within the United States impact economic activity.
<b>Economics</b>	<b>Standard 3:</b> Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States.
	<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 the foundational financial literacy skills.
	<b>The student will:</b>
	<b>2.3.1</b> Identify the purpose of currency and how income, savings, and spending are parts of a budget.
	<b>2.3.2</b> Explain how budgets change as wants and needs or the availability of goods and services change.
	<b>2.3.3</b> Create a simple budget and articulate the priorities using economic

Key Concept	Standards
	<p>terms.</p> <p><b>2.3.4</b> Research and identify examples of how geographic location and available resources impact economic decision-making.</p>
<b>Civics &amp; Government</b>	<p><b>Standard 4:</b> Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships in the United States to develop solutions to communal problems.</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>2.4.1</b> Use primary and secondary sources to identify cultural and ethnic groups in the United States and articulate how civic dispositions build relationships between groups in a diverse society.</p>
	<p><b>2.4.2</b> Use primary and secondary sources to research a national figure who demonstrated civic dispositions.</p>
	<p><b>2.4.3</b> Analyze how the inalienable rights granted to United States citizens are outlined in the Declaration of Independence and the Constitution to serve as the framework for United States government.</p>
<p><b>2.4.4</b> Identify a national issue and propose and communicate a resolution.</p>	

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## Grade 3 Contemporary World Geography

In grade three, students will explore how the physical systems of Earth dictate how and where people live. Early human migration, European exploration, and the development of cultural patterns were all dependent on the natural features and resources of Earth. A skills-based study of them in relation to the physical characteristics of places will bridge the skills practiced in the primary grades to the subsequent content and thinking skills of later grades.

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. The indicators of standard one represent the skills utilized by students in each grade level starting in grade three 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 three Contemporary World Geography standards are constructed around introducing students to the following five themes:

**Places and Regions** – The Places and Regions theme encourages the identification of how the experiences of people are rooted in places and organized into geographic regions. Places are characterized by their physical and human conditions (e.g., landforms, climate, or political systems). Regions are made of sets of similar physical or human characteristics. Knowing about other places affects how people understand other people, cultures, and regions of the world.

**Physical Systems** – The Physical Systems theme encourages the study of various physical systems and characteristics, such as landforms, climate regions, vegetation regions, and natural resources, across Earth’s surface. Physical systems can determine regional economies, settlement choices, and travel.

**Human Systems** – The Human Systems theme encourages the study of cultural activities, settlement patterns, and characteristics like political systems, population, ethnicity, or language, in order to show how they vary across Earth’s surface. These attributes can be used to compare different places around the globe and the changes that result from human migration.

**Environment and Society** – The Environment and Society theme encourages the study of how humans interact with the environment. Earth modifications by humans bring both benefits and costs. The distribution of resources drawn from the environment also varies spatially and varies over time resulting in different political and economic relationships and opportunities. Hurricanes and earthquakes are examples of risks presented by physical systems.

**Applied Geography** – The Applied Geography theme encourages the study of spatial understandings of the past and helps to understand current conditions to better plan for the future. This enables people to create environments that are safe and efficient, whether it is determining a location for a new factory or planning for suburban population growth.

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## Grade 3 Deconstructed Skills

**Standard 1:** Utilize the college and career skills of a geographer to study Earth’s physical and human systems through maps and other representations.

<b>Indicator</b>	<b>Expression</b>
<p><b>3.1.1: 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>3.1.2: Models and Representation-</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 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>• 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>3.1.3: 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>3.1.4: 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>3.1.5: 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>3.1.6: 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>Skills of a Geographer</b>	<b>Standard 1:</b> Utilize the college and career skills of a geographer to study Earth’s physical and human systems through maps and other representations.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of geographers and can apply them during the study of Contemporary World Geography.
	<b>The student will:</b>
	<b>3.1.1</b> Identify, use, interpret, and construct large-scale maps.
	<b>3.1.2</b> Identify, use, interpret, and construct basic geographic models and other visual representations.
	<b>3.1.3</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources.
	<b>3.1.4</b> Identify and compare the development of conditions, connections, and regions.
	<b>3.1.5</b> Identify basic spatial hierarchies.
<b>Places and Regions</b>	<b>Standard 2:</b> Use the skills of a geographer to categorize places and regions by their human and physical conditions.
	<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 these features.
	<b>The student will:</b>
	<b>3.2.1</b> Utilize maps and other sources of geographic information to identify and describe the locations and features of the continents and oceans.
	<b>3.2.2</b> Utilize maps and other sources of geographic information to identify and define landforms and bodies of water around the world.
	<b>3.2.3</b> Utilize maps and globes to locate the Equator and Prime Meridian and recognize how these divide the world into hemispheres.
	<b>3.2.4</b> Utilize an alphanumeric grid to locate places and regions around the world.
	<b>3.2.5</b> Identify the spatial hierarchy of political (e.g., city, state, nation, continent) and physical (e.g., stream, river, lake, bay, ocean) geographic features.
<b>Physical Systems</b>	<b>Standard 3:</b> Demonstrate an understanding of Earth’s physical features and ecosystems that affect human activities.
	<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.
	<b>The student will:</b>

	<p><b>3.3.1</b> Utilize sources of geographic information to recognize and explain how physical systems (e.g., landforms, climates, and environments/biomes) are distributed around the world.</p> <p><b>3.3.2</b> Utilize sources of geographic information to identify and analyze the ways people interact with physical systems in different countries or regions of the world.</p> <p><b>3.3.3</b> Utilize sources of geographic information to identify climate regions around the world, and recognize the relationship between climate and human activities.</p> <p><b>3.3.4</b> Investigate early human migration theories and explain how physical systems (e.g., water, climate/seasons, landforms) influenced hunter-gatherer migration patterns around the world.</p>
<b>Human Systems</b>	<p><b>Standard 4:</b> Demonstrate an understanding of varied human cultural characteristics across Earth’s surface.</p> <p><b>Enduring Understanding:</b> Various features and their spatial distribution across Earth affect the development of various cultures.</p> <p><b>The student will:</b></p>
	<p><b>3.4.1</b> Identify and explain how physical features (e.g., landforms, bodies of water, climate) influence patterns of human settlement and population distributions.</p>
	<p><b>3.4.2</b> Research an early civilization and describe how their physical environment impacted cultural development (e.g., food, shelter, clothing).</p>
	<p><b>3.4.3</b> Utilize multiple sources of geographic information to investigate cultural characteristics of places and regions around the world.</p>
	<p><b>3.4.4</b> Create a geographic model (e.g., chart, graph, table, or other visual representation) to communicate findings about the cultural characteristics of places and regions around the world.</p>
<b>Environment and Society</b>	<p><b>Standard 5:</b> Demonstrate an understanding of how humans explored 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>3.5.1</b> Utilize sources of geographic information to investigate and explain the connection between the physical environment, resources, and economic activities.</p>
	<p><b>3.5.2</b> Research and explain historic motives for global exploration, and how exploration has changed over time.</p>
	<p><b>3.5.3</b> Explain the positive and negative effects of exploration on the environment and people.</p>
	<p><b>3.5.4</b> Use maps and other geographic models to identify how patterns of exploration affect places and people.</p>

<b>Applied Geography</b>	<b>Standard 6:</b> Demonstrate an understanding of the relationship between Earth’s physical features 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>
	<b>3.6.1</b> Locate and use sources of geographic information (e.g., maps, charts, graphs, digital technology) to draw conclusions about how physical systems influence daily choices such as food, travel, and trade.
	<b>3.6.2</b> Use maps and other sources of geographic information to gather evidence and draw conclusions about the geographic locations and patterns of natural disasters around the world.
<b>3.6.3</b> Develop a natural disaster safety plan for a community.	

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## 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 in 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

**Standard 1:** Utilize the college and career skills of a historian to study the history of the United States and South Carolina settlements to 1880.

<b>Indicator</b>	<b>Expression</b>
<p><b>4.1.1: 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>4.1.2: 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>4.1.3: 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 periods of time using units of 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>4.1.4: 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>4.1.5: 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>

<b>Indicator</b>	<b>Expression</b>
<p><b>4.1.6: 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 difference 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> </ul>

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## Grade 4 Standards

Key Concept	Standards
<b>Skills of a Historian</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to study the history of the United States and South Carolina to 1880.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline-specific skills of historians and can apply them during the study of United States and South Carolina Studies Part I.
	<b>The student will:</b>
	<b>4.1.1</b> Identify comparisons based on common or differing characteristics or contexts.
	<b>4.1.2</b> Identify multiple causes and effects, to include distinguishing long-term and short-term examples.
	<b>4.1.3</b> Organize a historical narrative into time periods using units of time (e.g., decades, half centuries, centuries).
	<b>4.1.4</b> Make connections between historical developments in history with specific references to time, place, and broader circumstances.
<b>Colonization</b>	<b>Standard 2:</b> Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, in the period of 1600–1730.
	<b>Enduring Understanding:</b> The various cultures, settlements, and establishments of North American colonies were a result of interactions and contributions primarily of peoples from three different continents: Native Americans, Europeans, and enslaved Africans. The primary colonial regions of British North America each developed a unique culture connected to their economic, geographic, and political resources and beliefs.
	<b>The student will:</b>
	<b>4.2.1</b> Compare how European colonization of North America influenced interaction among different groups.
	<b>4.2.2</b> Identify the causes and effects in the progression of mercantilism in the three colonial regions of British North America.
	<b>4.2.3</b> Summarize how the colonists in British North America developed unique political and social institutions using a historical narrative.
	<b>4.2.4</b> Contextualize the settlement and colonization of South Carolina.
<b>4.2.5</b> Identify patterns of change in the development of mercantilism in British North America.	
<b>4.2.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of economic, political, and social	

Key Concept	Standards
	developments of British North America and South Carolina.
<b>A New Nation</b>	<b>Standard 3:</b> Demonstrate an understanding of the identity of a new nation, including the state of South Carolina, in the period of 1730-1800.
	<b>Enduring Understanding:</b> Colonial resistance to 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 the ideals for which they had fought and unified the new nation.
	<b>The student will:</b>
	4.3.1 Compare the roles of various groups during the American Revolution.
	4.3.2 Identify the political motivations and outcomes that led colonists to declare independence from Great Britain.
	4.3.3 Summarize the establishment of the United States as a new self-governed country using a historical narrative.
	4.3.4 Contextualize South Carolina’s role in the development of the new nation.
<b>Expansion and Sectionalism</b>	<b>Standard 4:</b> Demonstrate an understanding of the expansion and growth of the United States in the period of 1800–1850.
	<b>Enduring Understanding:</b> The new century saw the United States 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.
	<b>The student will:</b>
	4.4.1 Compare the exploration and discoveries made by individuals and groups during early westward expansion.
	4.4.2 Identify the factors that influenced the westward expansion of the United States.
	4.4.3 Summarize the pioneer experience, specifically the human environment interaction during westward expansion using a historical narrative.
	4.4.4 Contextualize the Native American experience within the period of Westward Expansion.
4.4.5 Recognize patterns of continuity and change in the development of sectionalism as the United States expanded westward.	
4.4.6 Utilize a variety of primary and secondary sources to analyze	

Key Concept	Standards
	multiple perspectives of early westward expansion, including the addition of both slave and free territories and states.
<b>A Divided Nation</b>	<b>Standard 5:</b> Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina in the period of 1850-1870.
	<b>Enduring Understanding:</b> Regional economic interests led to political and social differences that seemed insurmountable by 1860. The United States was forced to settle sectional differences through a costly and devastating civil war which ultimately resulted in the preservation the Union.
	<b>The student will:</b>
	<b>4.5.1</b> Differentiate between the economic and military abilities of the Union and the Confederacy.
	<b>4.5.2</b> Identify the political causes and effects of the Civil War and their impact on the founding principle of federalism.
	<b>4.5.3</b> Contextualize South Carolina’s experience before and during the Civil War within the national experience.
	<b>4.5.4</b> Summarize the major events of the Civil War using a historical narrative.
	<b>4.5.5</b> Recognize patterns of political and social continuities and changes of African American experiences during the Civil War. <b>4.5.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of economic, political, and social causes and effects of the Civil War.
<b>Rebuilding</b>	<b>Standard 6:</b> Demonstrate an understanding of the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.
	<b>Enduring Understanding:</b> The United States faced multiple challenges in the planning and implementation of laws designed to heal and 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, a turbulent reaction to Reconstruction, and new laws designed to reverse many of the advances achieved by post-Civil War legislation.
	<b>The student will:</b>
	<b>4.6.1</b> Compare the motivations of various groups and their rise to power during Reconstruction.
	<b>4.6.2</b> Explain the effects that the United States government had on the south during Reconstruction, including new amendments.
	<b>4.6.3</b> Summarize the major social and political events of Reconstruction using a historical narrative.
<b>4.6.4</b> Contextualize South Carolina’s experience during Reconstruction	

<b>Key Concept</b>	<b>Standards</b>
	within the national experience.
	<b>4.6.5</b> Recognize changes in African American experiences over the course of Reconstruction.
	<b>4.6.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.

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## 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 twentieth century, and the nation's leadership role after World War II, during and after the Cold War, and into the twenty-first century. They will also learn about the growing pains of the country as its citizens dealt with urbanization and increased population, the issues of 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, the growth of capitalism, and the 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

**Standard 1:** Utilize the college and career skills of a historian to study the history of South Carolina and the United States from 1860 to the present.

<b>Indicator</b>	<b>Expression</b>
<p><b>5.1.1: 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>5.1.2: 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>5.1.3: 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>5.1.4: 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>

<b>Indicator</b>	<b>Expression</b>
<b>5.1.5: Continuities and Changes-</b> Recognize patterns of historical continuities and changes, and identify turning points in history.	To demonstrate their ability to understand <b>continuities and changes</b> , students should: <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>
<b>5.1.6: Evidence-</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	To demonstrate their ability to use <b>evidence</b> in the study of history, students should: <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>

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## Grade 5 Standards

Key Concepts	Standards
<b>Skills of a Historian</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to study the history of the United States and South Carolina from 1860 to the present.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline-specific skills of historians and can apply them during the study of United States & South Carolina Studies Part II.
	<b>The student will:</b>
	<b>5.1.1</b> Generate comparisons based on common or differing characteristics or contexts.
	<b>5.1.2</b> Analyze multiple causes and effects, to include distinguishing long-term and short-term examples.
	<b>5.1.3</b> Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).
	<b>5.1.4</b> Describe historical developments using specific references to time, place, and broader circumstances.
<b>5.1.5</b> Recognize patterns of historical continuities and changes, and identify turning points in history.	
<b>5.1.6</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	
<b>Expansion and Migration</b>	<b>Standard 2:</b> Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina in the time period 1860–1910.
	<b>Enduring Understanding:</b> The Industrial Revolution, urbanization, and access to resources contributed to the United States expansion during this time period. At the same time, groups migrated to and within the United States adding to the rich culture of the nation.
	<b>The student will:</b>
	<b>5.2.1</b> Compare and contrast the physical landscape of the United States before and after the Transcontinental Railroad.
	<b>5.2.2</b> Analyze the causes and effects of immigration and expansion on urban and rural areas.
	<b>5.2.3</b> Summarize industrialization using a historical narrative.
	<b>5.2.4</b> Contextualize the impact of Imperialism on the growth of United States’ businesses and territories.
<b>5.2.5</b> Summarize the continuities and changes in economic development in the United States.	
<b>5.2.6</b> Analyze multiple perspectives on the economic, political, and social effects of expansion, the Industrial Revolution, and immigration through a variety of primary and secondary sources.	

Key Concepts	Standards
<b>Federal Expansion</b>	<b>Standard 3:</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 domestically.
	<b>Enduring Understanding:</b> In the early 20th Century, the United States’ and South Carolina’s economies experienced a boom-and-bust period. This situation led to significant government intervention in order to stimulate the economy.
	<b>The student will:</b>
	<b>5.3.1</b> Compare and contrast lifestyles in the United States and South Carolina before and after the stock market crash of 1929.
	<b>5.3.2</b> Explain the causes and analyze the effects of World War I.
	<b>5.3.3</b> Summarize how government policies during the period expanded the role of government using a historical narrative.
	<b>5.3.4</b> Contextualize the United States’ and South Carolina’s cultural changes during the 1920s among various groups.
	<b>5.3.5</b> Summarize the turning points that changed the role of government to provide relief, recovery, and reform in the United States and South Carolina during the Great Depression.
<b>5.3.6</b> Compare multiple perspectives of the economic, political, and social effects of World War I, the Roaring Twenties, and the Great Depression through a variety of primary and secondary sources.	
<b>America as a World Leader</b>	<b>Standard 4:</b> Demonstrate an understanding of the political, economic, and social effects of World War II and its aftermath (i.e. 1930–1950) on the United States and South Carolina.
	<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 world leader through the implementation of political policies.
	<b>The student will:</b>
	<b>5.4.1</b> Explain the causes and analyze the effects of World War II <u>(to include the rise of dictators, Nazi policies to eliminate Jews and other minorities, the Hitler’s <i>Final Solution</i> and the Holocaust, and the dropping of the atomic bombs)-</u>
	<b>5.4.2</b> Compare and contrast race relations and women’s roles on the home front in the United States and South Carolina during and after World War II.
	<b>5.4.3</b> Summarize the United States transition away from isolationism after 1930 using a historical narrative.
	<b>5.4.4</b> Contextualize the geographic influence on military strategies in the Pacific and European theaters.

Key Concepts	Standards
	<p>international leadership during the period.</p> <p><b>5.4.6</b> Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath through a variety of primary and secondary sources.</p>
<b>Social Changes</b>	<p><b>Standard 5:</b> Demonstrate an understanding of the innovations, conflicts, and social changes in the United States, including South Carolina, from 1950–1980.</p>
	<p><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 affected society.</p>
	<p><b>The student will:</b></p>
	<p><b>5.5.1</b> Compare and contrast the daily lives of people in capitalist and communist countries.</p>
	<p><b>5.5.2</b> Explain the causes and analyze the effects of the Civil Rights Movement, Women’s Rights Movement, and other important movements (e.g., Chicano and Native American) in the United States and South Carolina.</p>
	<p><b>5.5.3</b> Summarize the social changes of the period using a historical narrative.</p>
	<p><b>5.5.4</b> Contextualize the causes and consequences of the hostility between the United States and the Soviet Union during the Cold War.</p>
	<p><b>5.5.5</b> Analyze the changes and continuities of race relations in the United States and South Carolina following the court decisions of <i>Briggs v. Elliott</i> and <i>Brown v. Board of Education</i>.</p>
<p><b>5.5.6</b> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, the Space Race, and the Civil Rights Movement through a variety of primary and secondary sources.</p>	
<b>Modern America</b>	<p><b>Standard 6:</b> Demonstrate an understanding of the contemporary global economic 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. With the rise of terrorism following the September 11, 2001, attacks, the United States changed its foreign policy.</p>
	<p><b>The student will:</b></p>
	<p><b>5.6.1</b> Compare and contrast the focus of the United States as a world leader before and after the September 11, 2001, attacks.</p>
	<p><b>5.6.2</b> Analyze the causes and effects of the expansion of technology.</p>
	<p><b>5.6.3</b> Summarize the United States’ global involvement using a historical narrative.</p>

<b>Key Concepts</b>	<b>Standards</b>	
	<b>5.6.4</b>	Contextualize the changes in rural lifestyle in South Carolina within national and global industries.
	<b>5.6.5</b>	Analyze the changes and continuities in United States' foreign policy.
	<b>5.6.6</b>	Analyze multiple perspectives on the political, economic, and social effects of global interdependence through a variety of primary and secondary sources.

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## Grade 6 World Civilizations

This grade six survey course is designed to uncover trends in world civilizations from prehistory to present day. Students will learn about what defines civilizations and how geography played a factor in the formation, expansion, and exchanges 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, technological, and intellectual influences. Students will learn about how increased global interactions led to transformations among and between world civilizations. Students will inquire into the development of the Atlantic World and the connection between Africa, the Americas, and Europe. Students will continue to explore how these global interactions and exchanges led to cultural, technological, and intellectual 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 religions, political and social ideologies, and cultural 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 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. This 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

**Standard 1:** Utilize the college and career skills of a historian to study the development of world civilizations from prehistory to present.

Indicator	Expression
<p><b>6.1.1: 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>6.1.2: 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 (i.e. cause/effect, patterns, connections) between eras.</li> <li>• examine historical events to infer possible outcomes.</li> </ul>
<p><b>6.1.3: 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, which includes major turning points.</li> </ul>
<p><b>6.1.4: 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>6.1.5: 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>

<b>Indicator</b>	<b>Expression</b>
<p><b>6.1.6: 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> <li>• cite evidence from multiple sources to support a claim.</li> </ul>

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## Grade 6 Standards

Key Concepts	Standards
<b>Skills of a Historian</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to study the development of world civilizations from prehistory to present.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of historians and can apply them during the study of World Civilizations.
	<b>The student will:</b>
	<b>6.1.1</b> Utilize broad characteristics of historical developments to create a comparative analysis.
	<b>6.1.2</b> Analyze significant turning points in history to assess multiple long-term and short-term causes and effects.
	<b>6.1.3</b> Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points.
	<b>6.1.4</b> Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances.
	<b>6.1.5</b> Identify and explain significant theme-based patterns of continuities and changes within a period of time.
<b>6.1.6</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	
<b>Civilizations</b>	<b>Standard 2:</b> Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.
	<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.
	<b>The student will:</b>
	<b>6.2.1</b> Compare and contrast the development of social organizations among the early river valley civilizations.
	<b>6.2.2</b> Explain the impact of global exchanges among world civilizations.
	<b>6.2.3</b> Summarize significant turning points in the organization and transformation of world civilizations in the period using a historical narrative.
	<b>6.2.4</b> Contextualize the early origins and spread of major world religions and their enduring influence.
	<b>6.2.5</b> Analyze changes and continuities relating to environmental factors that influenced the organization and technological advancements of world civilizations.
<b>6.2.6</b> Analyze multiple perspectives on the organization and	

Key Concepts	Standards
	transformation(s) of classical civilizations through a variety of primary and secondary sources.
<b>Increased Global Interactions</b>	<b>Standard 3:</b> Demonstrate an understanding of the increased global interactions among humans during the period of 550–1450.
	<b>Enduring Understanding:</b> World civilizations were developing more complex economic, political, social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.
	<b>The student will:</b>
	<b>6.3.1</b> Compare and contrast the political systems within world civilizations.
	<b>6.3.2</b> Summarize the short- and long-term impact of how the environment shaped interactions within and between world societies.
	<b>6.3.3</b> Summarize the increased global exchanges among world societies using the Crusades as a major turning point using a historical narrative.
	<b>6.3.4</b> Contextualize the historical effects of the expansion of the Turks and Mongols expansion on Europe and Asia.
	<b>6.3.5</b> Evaluate changes and continuities in cultural and economic interactions between world societies.
<b>Development of the Atlantic World</b>	<b>Standard 4:</b> Demonstrate an understanding of the development of the Atlantic World from 1450–1760.
	<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 and led to a struggle for world power.
	<b>The student will:</b>
	<b>6.4.1</b> Compare and contrast global societies' motivations for exploration and settlement.
	<b>6.4.2</b> Explain the impact of increased global exchanges on the development of the Atlantic World.
	<b>6.4.3</b> Summarize the social systems and social orders using the beginning of the trans-Atlantic slave trade as a turning point in the development of the Atlantic World using a historical narrative.
<b>6.4.4</b> Contextualize the experience of Native Americans due to expansion and the conflict that arose from it.	

Key Concepts	Standards
	<p><b>6.4.5</b> Analyze changes and continuities in cultural and intellectual developments resulting from the invention of the printing press.</p>
	<p><b>6.4.6</b> Analyze multiple perspectives on the development of the Atlantic World through a variety of primary and secondary sources.</p>
Global Exchanges and Revolutions	<p><b>Standard 5:</b> Demonstrate an understanding of how increased global exchanges promoted revolution from 1760–1919.</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>6.5.1</b> Compare and contrast the characteristics and development of unlimited and limited governments.</p>
	<p><b>6.5.2</b> Analyze the impact of the rise of imperialism and nationalism from 1820–1919.</p>
	<p><b>6.5.3</b> Summarize the changes within societies as a result of the Industrial Revolution using a historical narrative.</p>
	<p><b>6.5.4</b> Contextualize environmental changes from the Industrial Revolution.</p>
	<p><b>6.5.5</b> Analyze the impact of changes and continuities of political systems.</p>
<p><b>6.5.6</b> Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.</p>	
Global Interdependence	<p><b>Standard 6:</b> Demonstrate an understanding of the development of global interdependence in the period 1920–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>6.6.1</b> Compare and contrast the impact of movements for independence and human rights on political systems and social hierarchies from 1920–present.</p>
	<p><b>6.6.2</b> Explain the impact of World War II and the Cold War on state formation and expansion.</p>
	<p><b>6.6.3</b> Summarize the increased global interdependence using the Interwar Period (i.e. 1919–1938) and the stock market crash of 1929 as a major turning point using a historical narrative.</p>
<p><b>6.6.4</b> Contextualize local sustainability efforts amid increasing global</p>	

<b>Key Concepts</b>	<b>Standards</b>
	interdependence.
	<b>6.6.5</b> Analyze changes and continuities in cultural and technological development.
	<b>6.6.6</b> Analyze multiple perspectives on global interdependence through a variety of primary and secondary sources.

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## Grade 7 Geography of World Regions

Seventh grade students will study Earth from a regional perspective, focusing on the continents. Students will study 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, the sum of human activities and characteristics (e.g., population, culture, race, ethnicity, language, religion, gender) that vary across Earth's surface. These systems also include the spatial distribution of population and its movement, settlement patterns, economic systems, and political systems. Students will explore the interactions between environment and society to learn how Earth is modified by human activities, how resources are used, and how physical systems 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.

Grade seven standards are unique in that it has eight standards. These eight standards include a skills standard and a standard focusing on each of the seven continents. There are multiple approaches that can be employed to teach these standards including teaching the physical systems and human conditions (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 necessary 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. 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 to 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 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 seven Geography of World Regions standards are constructed around the following five themes:

**Applied Geography** – The Applied Geography theme encourages the study of how geographic literacy and geographic skills are used to understand past and current conditions to promote

sustainability. 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.

**Environment and Society** – The Environment and Society theme encourages the study of how human activities modify the environment and how the environment modifies human activities. These modifications bring both benefits and costs. The availability, purpose, and distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.

**Human Systems** – The Human Systems 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 constructs vary spatially.

**Physical Systems** – The Physical Systems theme encourages the study of various physical systems and characteristics, such as climate regions, landforms, natural resources, and vegetation regions across Earth’s surface. Physical systems can determine people's choices of economies, settlement, and travel in their region.

**Places and Regions** – The Places and Regions theme encourages the study of the experiences of humans organized into geographic regions. Places and regions are characterized by their physical and human conditions contributing to global interactions.

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## Grade 7 Deconstructed Skills

**Standard 1:** Utilize the college and career skills of a geographer to study Earth’s physical and human systems through maps and other representations.

<b>Indicator</b>	<b>Expression</b>
<p><b>7.1.1: 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>7.1.2: Models and Representation-</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 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>7.1.3: 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>7.1.4: 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 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> <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>

<b>Indicator</b>	<b>Expression</b>
<p><b>7.1.5: 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> <li>• analyze spatial hierarchies from local to global scale.</li> </ul>
<p><b>7.1.6: 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

Key Concepts	Standards
Skills of a Geographer	<b>Standard 1:</b> Utilize the college and career skills of a geographer to study Earth’s physical and human systems through maps and other representations.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of geographers and can apply them during the study of Geography of World Regions.
	<b>The student will:</b>
	<b>7.1.1</b> Identify, use, interpret, and construct regional-scale maps.
	<b>7.1.2</b> Identify, use, interpret, and construct geographic models and other visual representations at the regional scale.
	<b>7.1.3</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional scale.
	<b>7.1.4</b> Identify, compare, and evaluate the development of conditions, connections, and regions.
	<b>7.1.5</b> Identify and compare spatial hierarchies.
<b>7.1.6</b> Identify and analyze spatial distributions, patterns, and associations.	
Africa	<b>Standard 2:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.
	<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.
	<b>The student will:</b>
	<b>7.2.1</b> Identify select African physical systems (e.g., landforms and bodies of water), and human conditions (e.g., countries and cities).
	<b>7.2.2</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.
	<b>7.2.3</b> Explain Africa’s current human population distributions and patterns and use geographic models to compare the conditions driving migration and demographic change.
	<b>7.2.4</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.
<b>7.2.5</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.	

Key Concepts	Standards
	<p><b>7.2.6</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Africa with or without global implications.</p>
<b>Antarctica</b>	<p><b>Standard 3:</b> Analyze the economic, environmental, physical, political, and population geographies of contemporary Antarctica.</p>
	<p><b>Enduring Understanding:</b> Antarctica is a unique continent without a permanent human population. It is partly governed by the Antarctic Treaty where numerous countries jointly agree to engage in scientific, tourism, environmental protection, and other peaceful uses. The continent’s physical conditions create unique landscapes which produce a laboratory to study such topics as climate change, space exploration, and meteorites. An understanding of these conditions allows students to inquire about the continent’s connection to the other peoples and places on Earth.</p>
	<p><b>The student will:</b></p>
	<p><b>7.3.1</b> Identify select physical systems (e.g., landforms and bodies of water) of Antarctica.</p>
	<p><b>7.3.2</b> Identify the unique climate conditions of Antarctica and the spatial distributions and patterns of natural resources, including their greater impact on research rather than commercialism.</p>
	<p><b>7.3.3</b> Use geographic models to compare the reasons and conditions driving research and exploration in Antarctica.</p>
	<p><b>7.3.4</b> Analyze how the limited human conditions on Antarctica lead to controversy about Antarctic land claims.</p>
	<p><b>7.3.5</b> Identify and analyze the motivation of different entities claiming land on Antarctica, including the Antarctic Treaty, and explain the economic, political, and social connections between Antarctica and other continents.</p>
<b>Asia</b>	<p><b>Standard 4:</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>7.4.1</b> Identify select Asian physical systems (e.g., landforms and bodies of water), and human conditions (e.g., countries and cities).</p>
	<p><b>7.4.2</b> Identify climate and vegetation regions of Asia and the spatial distributions and patterns of natural resources, including the</p>

Key Concepts	Standards
	<p>impact of their location on human activities.</p> <p><b>7.4.3</b> Explain Asia’s current human population distribution and pattern, and use geographic models to compare the conditions driving migration and demographic change.</p> <p><b>7.4.4</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><b>7.4.5</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><b>7.4.6</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Asia with or without global implications.</p>
<b>Australia</b>	<p><b>Standard 5:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia.</p> <p><b>Enduring Understanding:</b> Australia is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Australian 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</b> Identify select Australian physical systems (e.g., landforms and bodies of water), and human conditions (e.g., countries and cities).</p> <p><b>7.5.2</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><b>7.5.3</b> Explain Australia’s current human population distribution and pattern, and use geographic models to compare the conditions driving migration and demographic change.</p> <p><b>7.5.4</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of Australian societies.</p> <p><b>7.5.5</b> Identify and analyze the current political and resource relationships between Australia and other continents.</p> <p><b>7.5.6</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Australia or the South Pacific with or without global implications.</p>
<b>Europe</b>	<p><b>Standard 6:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.</p> <p><b>Enduring Understanding:</b> Europe is a geographically diverse continent with a</p>

Key Concepts	Standards
	<p>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><b>The student will:</b></p> <p><b>7.6.1</b> Identify select European physical systems (e.g., landforms and bodies of water), and human conditions (e.g., countries and cities).</p> <p><b>7.6.2</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><b>7.6.3</b> Explain Europe's current human population distribution and pattern, and use geographic models to compare the conditions driving migration and demographic change.</p> <p><b>7.6.4</b> Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of European societies.</p> <p><b>7.6.5</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><b>7.6.6</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Europe with or without global implications.</p>
<b>North America</b>	<p><b>Standard 7:</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>7.7.1</b> Identify select North American physical systems (e.g., landforms and bodies of water), and human conditions (e.g., countries and cities).</p> <p><b>7.7.2</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><b>7.7.3</b> Explain North America's current human population distribution and pattern, and use geographic models to compare the conditions driving migration and demographic change.</p> <p><b>7.7.4</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>

Key Concepts	Standards
	<p><b>7.7.5</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><b>7.7.6</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing North America with or without global implications.</p>
<b>South America</b>	<b>Standard 8:</b> Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.
	<b>Enduring Understanding:</b> South America is a geographically diverse continent with a variety of physical features and social structures. 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.
	<b>The student will:</b>
	<b>7.8.1</b> Identify select South American physical systems (e.g., landforms and bodies of water), and human conditions (e.g., countries and cities).
	<b>7.8.2</b> Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.
	<b>7.8.3</b> Explain South America’s current human population distribution and pattern, and use geographic models to compare the conditions driving migration and demographic change.
	<b>7.8.4</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.
	<b>7.8.5</b> Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in South American societies, and explain the connections between South American places and other continents.
<b>7.8.6</b> Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing South America with or without global implications.	

## 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 nineteenth century ushered in industrialization to South Carolina and the nation, providing new opportunities for many people. Throughout the twentieth 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 twenty-first 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.

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## Grade 8 Deconstructed Skills

**Standard 1:** Utilize the college and career skills of a historian to study the history of South Carolina and the United States from 1500 to the present.

<b>Indicator</b>	<b>Expression</b>
<p><b>8.1.1: 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>8.1.2: 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>8.1.3: 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>8.1.4: 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>

Indicator	Expression
<p><b>8.1.5: 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>8.1.6: 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>• 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>

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## Grade 8 Standards

Key Concepts	Standards
Skills of a Historian	<b>Standard 1:</b> Utilize the college and career of a historian to study the history of South Carolina and the United States from 1500 to the present.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of historians and can apply them during the study of South Carolina and the United States.
	<b>The student will:</b>
	<b>8.1.1</b> Utilize multiple characteristics of historical developments to create a comparative analysis.
	<b>8.1.2</b> Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.
	<b>8.1.3</b> Utilize significant turning points to justify the historical narrative of a time period.
	<b>8.1.4</b> Explain how historical themes are used to determine context when analyzing significant events.
Settlement and Development	<b>8.1.5</b> Analyze significant turning points and theme-based patterns of continuities and changes within a period of time.
	<b>8.1.6</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.
	<b>Standard 2:</b> Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500–1756.
	<b>Enduring Understanding:</b> The Carolina colony was composed of indigenous, immigrant, and enslaved populations. The resulting cultural interactions across North America and the Carolina colony facilitated the eventual emergence of an American identity.
	<b>The student will:</b>
	<b>8.2.1</b> Explain the development of the three British North American colonial regions describing the economic, political, and social characteristics of each geographic region using a comparative analysis.
	<b>8.2.2</b> Analyze the, economic, social, and political causes and consequences of the foundation of South Carolina’s economic system.
<b>8.2.3</b> Summarize the development of mercantilism in South Carolina using a historical narrative.	
<b>8.2.4</b> Contextualize the development of South Carolina’s political institutions during the colonization of British North America.	
<b>8.2.5</b> Analyze the changes and continuities of the Native American experience as a result of settlement and colonization.	

	<p><b>8.2.6</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 3:</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>8.3.1</b> Explain the political and economic motives of Loyalists and Patriots within South Carolina and the colonies using a comparative analysis.</p>
	<p><b>8.3.2</b> Explain how the economic, political, and social consequences of the French and Indian War became a turning point that led to the American Revolution.</p>
	<p><b>8.3.3</b> Summarize the major developments that led to state and national democratic identities using a historical narrative.</p>
	<p><b>8.3.4</b> Contextualize the role of South Carolinians as civic participants within the decisions that led to the independence of the nation.</p>
	<p><b>8.3.5</b> Analyze the changes and continuities in the migration patterns of South Carolinians and Americans.</p>
	<p><b>8.3.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the nation.</p>
<b>Compromises and Conflict</b>	<p><b>Standard 4:</b> Demonstrate an understanding of conflict and compromises as a result of sectionalism within South Carolina, the region, and the nation during the period 1816–1877.</p>
	<p><b>Enduring Understanding:</b> Regional differences developed as the nation expanded, creating sectionalism and division that threatened South Carolina’s identity and American unity. South Carolina and the United States struggled to balance a traditional society and economy as the nation expanded.</p>
	<p><b>The student will:</b></p>
	<p><b>8.4.1</b> Explain the differing debates between South Carolina and the national government regarding federalism and the Constitution (i.e., states’ rights) using a comparative analysis.</p>
	<p><b>8.4.2</b> Evaluate the major developments that impacted the growth of the cotton industry within South Carolina and the United States.</p>

	<p><b>8.4.3</b> Summarize how the geographic expansion of the United States affected South Carolina and the nation in terms of sectionalism and unification using a historical narrative.</p> <p><b>8.4.4</b> Contextualize the impact of military strategies on South Carolina within the broader scope of the Civil War.</p> <p><b>8.4.5</b> Analyze changes and continuities in the African American experience.</p> <p><b>8.4.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of sectionalism within South Carolina and the nation.</p>
<b>At a Crossroads</b>	<p><b>Standard 5:</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 1878–1941.</p> <p><b>Enduring Understanding:</b> Following the period of Reconstruction, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. Major industrial and urban growth, as well as the changing national identity, shaped political policies and practices of the time period.</p> <p><b>The student will:</b></p>
	<p><b>8.5.1</b> Explain the effects of the New Deal on South Carolina and the United States using a comparative analysis.</p>
	<p><b>8.5.2</b> Explain the consequences of <i>Plessy v. Ferguson</i> in upholding Jim Crow laws and the disenfranchisement of African Americans.</p>
	<p><b>8.5.3</b> Summarize the economic changes that emerged in the United States using a historical narrative.</p>
	<p><b>8.5.4</b> Contextualize South Carolina’s economy within the national trend of industrial growth.</p>
	<p><b>8.5.5</b> Analyze changes and continuities in political policies that addressed social change in South Carolina and the nation.</p>
	<p><b>8.5.6</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 United States to emerge as a global power during the time period 1878–1941.</p>
<b>Progress</b>	<p><b>Standard 6:</b> Demonstrate an understanding of the changes within South Carolina and the United States’ domestic and international identity during the period of 1942 to the present.</p> <p><b>Enduring Understanding:</b> As a result of new perspectives on national security following WWII, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina’s social standings and political alignments.</p> <p><b>The student will:</b></p>
	<p><b>8.6.1</b> Explain wartime preparations and contributions of both South Carolina and the United States using a comparative analysis.</p>
	<p><b>8.6.2</b> Analyze the factors contributing to the shifts in the political party platforms between 1942–1968.</p>

	<b>8.6.3</b>	Summarize the economic transformations in South Carolina using a historical narrative.
	<b>8.6.4</b>	Contextualize the policies and social impacts of the Civil Rights Movement within South Carolina and the United States.
	<b>8.6.5</b>	Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of South Carolinians.
	<b>8.6.6</b>	Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the United States.

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# Human Geography

Students study the human geography of Earth in grade nine, 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 to better plan for the future. Skills used for geographic inquiry include map use, map construction and examining geographic data to identify patterns and 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 five themes:

**Applied Geography** – The Applied Geography theme encourages the study of geographic literacy and geographic skills to understand past and current conditions and to better plan for the future. Past Earth changes (i.e. history) occur within spatial contexts. An understanding of the spatial organization of the world in the past enables people to better understand present-day landscapes and the distribution of human and physical Earth phenomena. Similarly, geographic literacy enables people to better plan their future by creating environments that are safe and efficient (e.g., locating a new factory, planning for suburban population growth).

**Environment and Society** – The Environment and Society theme encourages the study of how Earth is modified by human activities, how resources are used, and how physical systems present risks to humans. Humans modify and adapt to the physical environment in ways that can bring both benefits and costs. The meaning and distribution of resources drawn from the environment also varies spatially and over time, resulting in different economic and political relationships. The physical environment also affects people as not only a source of opportunity, but also risk (e.g., hurricanes, earthquakes).

**Human Systems** – The Human Systems theme encourages the study of human activities and characteristics (e.g., culture, ethnicity, gender, language, population, race, religion) and show how each varies across Earth’s surface. The spatial distribution of population, its movement, and the resultant changes in the spread of culture (e.g., customs, ethnicity, language, religion), form the basis of understanding. Settlement patterns (e.g., rural, urban), economic systems (e.g., commercial, subsistence), and political systems (e.g., alliances, different forms of government) are further examples of human constructs that vary.

**Physical Systems** – The Physical Systems theme encourages the study of Earth’s physical systems (e.g., atmosphere, biosphere, hydrosphere, lithosphere) and how their processes interact with Earth’s living features. These processes include changes in energy, tectonic movement, and erosion, and are all actions that shape the features on Earth. Understanding physical systems helps people to understand the choices they make related to settlement, travel, and their economy. Earth is also home to varied ecosystems and is often interlinked with human systems. An understanding of these relationships can be important for maintaining the quality of human life.

**Places and Regions** – The Places and Regions theme encourages the study of the people who are rooted in places and organized into geographic regions. Places are characterized by their physical and human conditions (e.g., climate, landforms, political systems, population distribution). Knowing about other places influences how people understand other people, cultures, and regions of the world. Regions are derived from a set of physical and/or human characteristics and help people to organize the complexity of Earth. Regions can vary in size, overlap, or exist within a hierarchy of other regions.

## Human Geography Deconstructed Skills

**Standard 1:** Utilize the college and career skills of a geographer to study Earth’s physical and human systems through maps and other representations.

<b>Indicator</b>	<b>Expression</b>
<p><b>HG.1.1: 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>HG.1.2: 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>HG.1.3: 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, quality, perspective, and value.</li> <li>• synthesize and communicate findings using verbal, written, visual, or other appropriate forms.</li> </ul>

Indicator	Expression
<p><b>HG.1.4: 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,</b> and <b>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>
<p><b>HG.1.5: Scale-</b> Identify, compare, and interpret 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> <li>• analyze spatial hierarchies from local to global scale.</li> <li>• evaluate outcomes as they vary by scale.</li> </ul>
<p><b>HG.1.6: Distribution and Patterns-</b> Identify, analyze, and explain 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> <li>• explain changes over time in extent for spatial phenomena.</li> </ul>

## Human Geography Standards

Key Concepts	Standards
Skills of a Geographer	<b>Standard 1:</b> Utilize the college and career skills of a geographer to study Earth’s physical and human systems through maps and other representations.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of geographers and can apply them during the study of Human Geography.
	<b>The student will:</b>
	<b>HG.1.1</b> Identify, use, interpret, and construct local through global scale maps.
	<b>HG.1.2</b> Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.
	<b>HG.1.3</b> Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.
	<b>HG.1.4</b> Identify, compare, and evaluate the development of complex conditions, connections, and regions.
	<b>HG.1.5</b> Identify, compare, and interpret spatial hierarchies.
<b>HG.1.6</b> Identify, analyze, and explain spatial distributions, patterns, and associations.	
Population and Migration	<b>Standard 2:</b> Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.
	<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.
	<b>The student will:</b>
	<b>HG.2.1</b> Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.
	<b>HG.2.2</b> Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.
	<b>HG.2.3</b> Analyze historical population and migration maps and models through time to predict future trends and patterns.
	<b>HG.2.4</b> Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations.
<b>HG.2.5</b> Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.	

	<p><b>HG.2.6</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>
<b>Economic Development</b>	<p><b>Standard 3:</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.3.1</b> Identify regions of varying degrees of economic development, and explain the factors that influence the location and spatial distribution of these regions at local and global scales using maps and geographic models and representations.</p>
	<p><b>HG.3.2</b> Compare and evaluate different measures of development, and analyze patterns and trends in various regions of economic development.</p>
	<p><b>HG.3.3</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><b>HG.3.4</b> Explain the conditions and connections that contribute to global interdependence of communications, economic, and transportation systems.</p>
	<p><b>HG.3.5</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><b>HG.3.6</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 Patterns and Processes</b>	<p><b>Standard 4:</b> Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth’s surface.</p>
	<p><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.</p>
	<p><b>The student will:</b></p>
	<p><b>HG.4.1</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 local and global scales using maps and geographic models and representations.</p>

	<p><b>HG.4.2</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><b>HG.4.3</b> Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.</p> <p><b>HG.4.4</b> Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.</p> <p><b>HG.4.5</b> Compare and contrast cultural landscapes in various regions, and analyze the human imprint on different landscapes.</p> <p><b>HG.4.6</b> Gather evidence of cultural patterns and processes, construct a map to explain current or future development issues at different scales, and communicate findings.</p>
Political Organization of Space	<p><b>Standard 5:</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.5.1</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><b>HG.5.2</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><b>HG.5.3</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><b>HG.5.4</b> Analyze how states spatially organize governance systems, and explain the distribution and patterns of these political systems in various regions.</p>
	<p><b>HG.5.5</b> Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation and in control of Earth’s surface using models and representations.</p>
<p><b>HG.5.6</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>	
Urban Land Use	<p><b>Standard 6:</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>

	<b>HG.6.1</b>	Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.
	<b>HG.6.2</b>	Analyze and compare the arrangement of land use in human settlements in different regions using maps, models, and representations.
	<b>HG.6.3</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.
	<b>HG.6.4</b>	Explain and analyze how distribution and patterns of urban size and hierarchy shape the design, planning, and structure, of other human settlements.
	<b>HG.6.5</b>	Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.
	<b>HG.6.6</b>	Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings.

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## Modern World History

Students will study of the history of the Modern World in grade ten, beginning with the time period of 1300 to the present. Students will begin by learning about the emergence of 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 (1939 to the 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 change, culture, governments, ideas, innovation, people, revolution, and religion with an intent to create a citizen who has a global perspective.

Instruction should utilize the historical thinking skills and themes developed for grade ten. 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 ten 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 effect on 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 Change, Innovation, and Revolution 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 technological the rise of new global powers.

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## Modern World History Deconstructed Skills

**Standard 1:** Utilize the college and career skills of a historian to study Modern World History from 1300 to the present.

<b>Indicator</b>	<b>Expression</b>
<p><b>MWH.1.1: 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>MWH.1.2: 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>MWH.1.3: 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>MWH.1.4: 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>MWH.1.5: 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 this as a catalyst for a significant event.</li> </ul>

<b>Indicator</b>	<b>Expression</b>
<p><b>MWH-1.6: 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> <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>Skills of a Historian</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to study the history of the modern world from 1300 to the present.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of historians and can apply them during the study of Modern World History.
	<b>The student will:</b>
	<b>MWH.1.1</b> Utilize similarities and differences among historical developments over time, place, and culture to create a comparative analysis.
	<b>MWH.1.2</b> Analyze significant turning points, including the related causes and effects that affect historical continuity and change.
	<b>MWH.1.3</b> Summarize and analyze the methods historians use to categorize historical developments to create historical periodization.
	<b>MWH.1.4</b> Analyze how historical events produce themes that create context by which we understand historical developments.
	<b>MWH.1.5</b> Examine significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.
<b>MWH.1.6</b> Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	
<b>Emergence of the Modern World</b>	<b>Standard 2:</b> Demonstrate an understanding of the emergence of the modern world during the period 1300–1500.
	<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.
	<b>The student will:</b>
	<b>MWH.2.1</b> Compare and contrast the major political, social, and belief systems and their spatial distribution in the early modern world.
	<b>MWH.2.2</b> Summarize the motivations of worldwide explorations and the effects exploration had on various regions around the world using a historical narrative.
	<b>MWH.2.3</b> Contextualize the Indian Ocean as the center of global exchanges within the historically significant Eastern Hemisphere trade networks.
	<b>MWH.2.4</b> Analyze continuities and changes within the rise and expansion of the Ottoman Empire and its implications on the world.
<b>MWH.2.5</b> Examine the causes and effects of the Renaissance on the rise of Europe.	

	<p><b>MWH.2.6</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 3:</b> Demonstrate an understanding of effects of commerce, innovation and expansion on global affairs and interactions during the period 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.3.1</b> Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations.</p>
	<p><b>MWH.3.2</b> Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.</p>
	<p><b>MWH.3.3</b> Analyze significant developments resulting from colonists in the Western Hemispheres applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765–1815.</p>
	<p><b>MWH.3.4</b> Summarize how major world revolutions created new global affairs and interactions using a historical narrative.</p>
	<p><b>MWH.3.5</b> Examine the continuities and changes in the development of world trade networks and colonialism.</p>
	<p><b>MWH.3.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions</p>
<b>Nationalism and Industrialization</b>	<p><b>Standard 4:</b> Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global community 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 toward world war.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.4.1</b> Explain the significant turning points in the development of nationalism and their implications on the global community using a comparative analysis.</p>
	<p><b>MWH.4.2</b> Contextualize industrialization among the various cultural and political changes occurring during the 19th century.</p>
	<p><b>MWH.4.3</b> Analyze industrialization as a catalyst for new immigration and migration patterns.</p>
	<p><b>MWH.4.4</b> Analyze continuities and changes of the quality of life in Europe resulting from industrialization.</p>
	<p><b>MWH.4.5</b> Summarize the installation of new governments during the Meiji Restoration, Russian Revolution, and Chinese Revolution using a historical narrative.</p>

	<p><b>MWH.4.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization.</p>
World Power Struggle	<p><b>Standard 5:</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 powers led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology structures caused global warfare ushering in a landscape marked by political change.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.5.1</b> Explain the motives and effects of European nations in the Age of Imperialism using a comparative analysis.</p>
	<p><b>MWH.5.2</b> Analyze the significant causes World War I and how the Treaty of Versailles attempted to resolve future global conflicts.</p>
	<p><b>MWH.5.3</b> Contextualize World War II within the political and economic developments between 1919–1950.</p>
	<p><b>MWH.5.4</b> Summarize the significant technological innovations that led to the realignment of global powers using a historical narrative.</p>
	<p><b>MWH.5.5</b> Analyze significant political and economic developments as catalysts for changing the global power structures.</p>
	<p><b>MWH.5.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives within the Age of Imperialism and among world conflicts.</p>
Integration	<p><b>Standard 6:</b> Demonstrate an understanding of the Modern Age from 1939 to present day.</p>
	<p><b>Enduring Understanding:</b> The Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. Decolonization movements and the interconnectedness of world communities allowed for the rise of diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.</p>
	<p><b>The student will:</b></p>
	<p><b>MWH.6.1</b> Explain the political, economic, and cultural implications of the Cold War using a comparative analysis.</p>
	<p><b>MWH.6.2</b> Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new nations during the period 1945–1975.</p>
	<p><b>MWH.6.3</b> Summarize the interconnections between the United States and the world community through major cultural, economic, and political changes using a historical narrative.</p>
	<p><b>MWH.6.4</b> <u>Beginning with the aftermath of the Holocaust, e</u>Examine significant developments in international efforts to recognize and protect human rights in the period 1945 to present.</p>

	<b>MWH.6.5</b> Contextualize the major economic, geographical, political, religious, and social factors and their impact on nations during the period 1989 to present.
	<b>MWH.6.6</b> Utilize a variety of primary and secondary sources to analyze multiple perspectives of international events.

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## United States History and the Constitution

In grade eleven, 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 eleven. 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 eleven 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. 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 impact movement in American history.

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

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## United States History and the Constitution Deconstructed Skills

**Standard 1:** Utilize the college and career skills of a historian to study of United States History and the Constitution.

<b>Indicator</b>	<b>Expression</b>
<p><b>USHC.1.1: Comparison-</b> Utilize similarities and differences among multiple 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> <li>• analyze the reasons for similarities and differences.</li> </ul>
<p><b>USHC.1.2: 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>USHC.1.3: 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>USHC.1.4: 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>USHC.1.5: 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>

<b>Indicator</b>	<b>Expression</b>
<p><b>USHC.1.6: 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> <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>Skills of a Historian</b>	<b>Standard 1:</b> Utilize the college and career skills of a historian to study of United States History and the Constitution.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of historians and can apply them during the study of United States History and the Constitution.
	<b>The student will:</b>
	<b>USHC.1.1</b> Utilize similarities and differences among multiple historical developments over time, place, and culture to create a comparative analysis.
	<b>USHC.1.2</b> Evaluate significant turning points, including related causes and effects that affect historical continuity and change.
	<b>USHC.1.3</b> Summarize, analyze, and assess the methods historians use to categorize historical developments to create historical periodization.
	<b>USHC.1.4</b> Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.
	<b>USHC.1.5</b> Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.
<b>USHC.1.6</b> Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	
<b>Foundations of American Republicanism</b>	<b>Standard 2:</b> Demonstrate an understanding influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.
	<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.
	<b>The student will:</b>
	<b>USHC.2.1</b> Explain the development of founding principles, social and economic development, and American identity of the Northern and Southern colonies from 1607–1763 using a comparative analysis.
	<b>USHC.2.2</b> Assess the major developments of the American Revolution through significant turning points including the Declaration of Independence and the Federalists Papers from 1763–1789.

Key Concepts	Standards
	<b>USHC.2.3</b> Summarize the changing relationship between individuals and the government using a historical narrative.
	<b>USHC.2.4</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.
	<b>USHC.2.5</b> Contextualize significant republican developments within North America’s connection to the Atlantic World.
	<b>USHC.2.6</b> Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.
Expansion and Union	<b>Standard 3:</b> Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.
	<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 and reconciliation between federalism and preserving natural rights with compromises before, during and after the Civil War.
	<b>The student will:</b>
	<b>USHC.3.1</b> Explain the social, political, and economic development of the antebellum North and South from 1803–1860 using a comparative analysis.
	<b>USHC.3.2</b> Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803–1865.
	<b>USHC.3.3</b> Summarize the change in technological and social development using a historical narrative.
	<b>USHC.3.4</b> Contextualize the development of natural rights within the federal government during the period 1830–1877.
	<b>USHC.3.5</b> Differentiate the patterns of continuity and change within the development of sectionalism and reunion. <b>USHC.3.6</b> Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.
Capitalism and Reform	<b>Standard 4:</b> Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1920.
	<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

Key Concepts	Standards
	<p>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.4.1</b> Explain the strategies and tactics of the Captains of Industry with the leaders of the labor movement using a comparative analysis.</p> <p><b>USHC.4.2</b> Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877–1920.</p> <p><b>USHC.4.3</b> Summarize the relationship between the burgeoning corporate economy and American government using a historical narrative.</p> <p><b>USHC.4.4</b> Contextualize demographic changes resulting within the economic development and growth.</p> <p><b>USHC.4.5</b> Analyze significant developments in the settlement of the frontier.</p> <p><b>USHC.4.6</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>
<b>Modernism and Interventionism</b>	<p><b>Standard 5:</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 1893–1945.</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.5.1</b> Develop a comparative analysis of the motives for and outcomes of American interventionism.</p> <p><b>USHC.5.2</b> Evaluate significant turning points, including the immediate and long-term causes and effects of the market cycles of capitalism.</p> <p><b>USHC.5.3</b> Summarize the changing role of the government in the economy using a historical narrative.</p> <p><b>USHC.5.4</b> Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist market cycles.</p> <p><b>USHC.5.5</b> Assess the political, economic, and social continuities and changes related to World War I and World War II <u>(to include wartime politics, the roles of African Americans and women, and the international support for human rights as a direct result of the Holocaust)</u>.</p> <p><b>USHC.5.6</b> Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and market cycles in capitalism.</p>
<b>Standard 6:</b>	<b>Standard 6:</b> Demonstrate the impact of America’s global leadership on

Key Concepts	Standards
	technological advancement, transition to a post-industrial society, and ongoing debates over identity in the period 1945 to present.
	<b>Enduring Understanding:</b> The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States created international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.
	<b>The student will:</b>
	<b>USHC.6.1</b> Explain the technological developments and economic changes in the United States during the Cold War and post-Cold War eras using a comparative analysis.
	<b>USHC.6.2</b> Assess the immediate and long-term causes and effects through significant turning points of the Cold War.
	<b>USHC.6.3</b> Summarize the changes in the major American political party platforms using a historical narrative.
	<b>USHC.6.4</b> Contextualize domestic economic development and American identity within global politics.
	<b>USHC.6.5</b> Evaluate the continuities and changes during both the Civil Rights Movement and subsequent movements for equal rights.
	<b>USHC.6.6</b> Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.

## 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 twelve. 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 twelve 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

South Carolina Social Studies College- and Career-Ready Standards

Anticipated 2020

Page 87

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

**Standard 1:** Utilize the college and career skills of a political scientist in order to study United States government at the local, state, and national level.

<b>Indicator</b>	<b>Expression</b>
<p><b>USG.1.1: 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>USG.1.2: 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>USG.1.3: 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>USG.1.4: 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>Skills of a Political Scientist</b>	<b>Standard 1:</b> Utilize the college and career skills of a political scientist in order to study United States government at the local, state, and national level.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of political scientists and can apply them during the study of United States government.
	<b>The student will:</b>
	<b>USG.1.1</b> Clearly state, define, explain, and make connections between ideas and terms.
	<b>USG.1.2</b> Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion.
	<b>USG.1.3</b> Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.
	<b>USG.1.4</b> Use acquired knowledge to engage in the governing process through informed decision making.
<b>Foundations of Democracy</b>	<b>Standard 2:</b> Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.
	<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.
	<b>The student will:</b>
	<b>USG.2.1</b> Analyze the philosophical influences on core political principles in the American constitutional democracy.
	<b>USG.2.2</b> Interpret founding documents and principles that led to the creation of the American constitutional democracy.
	<b>USG.2.3</b> Analyze the major debates and compromises underlying the formation and ratification of the Constitution.
	<b>USG.2.4</b> Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations.
<b>Government Structure</b>	<b>Standard 3:</b> Demonstrate an understanding of the structure and functions of government at all levels in the United States of America.
	<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 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><b>The student will:</b></p> <p><b>USG.3.1</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><b>USG.3.2</b> Analyze how power and responsibility are distributed, shared, and limited in the American constitutional government.</p> <p><b>USG.3.3</b> Explain how governments in South Carolina are organized and how they function in the American constitutional government.</p> <p><b>USG.3.4</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>
<b>The Political Process</b>	<p><b>Standard 4:</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.4.1</b> Describe the policy making process in the American constitutional government.</p>
	<p><b>USG.4.2</b> Evaluate how American political beliefs are shaped by the founding principles, core values, and changing demographics, and how those beliefs led to the creation of ideological trends which affect public policy over time.</p>
	<p><b>USG.4.3</b> Investigate the role of linkage institutions (i.e. media, political parties, interest groups) and explain how they shape public agenda and opinion.</p>
	<p><b>USG.4.4</b> Explain how the electoral process works in federal elections and the effects those elections have on the United States government.</p>
<b>Citizenship</b>	<p><b>Standard 5:</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.5.1</b> Describe the criteria and process for immigration to and citizenship in the United States, and explain how the United States has expanded and limited the concept of citizenship over time.</p>
	<p><b>USG.5.2</b> Distinguish between various economic, personal, and political rights of citizens in the United States, and how these rights can sometimes conflict with each other.</p>

	<b>USG.5.3</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.
	<b>USG.5.4</b>	Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

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## Economics and Personal Finance

Students study economics and personal finance in grade twelve 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 grade twelve. 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 grade twelve 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.

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## Economics and Personal Finance Deconstructed Skills

**Standard 1:** Utilize the college and career skills of an economist to study economics at the personal, national, and global level.

Indicator	Expression
<p><b>EPF.1.1: 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>EPF.1.2: 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>EPF.1.3: 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>EPF.1.4: 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>Skills of an Economist</b>	<b>Standard 1:</b> Utilize the college and career skills of an economist to study economics at the personal, national, and global level.
	<b>Enduring Understanding:</b> The college- and career-ready student understands the discipline specific skills of economists and can apply them during the study of economics and personal finance.
	<b>The student will:</b>
	<b>EPF.1.1</b> Clearly state, define, explain, and draw connections between ideas and terms
	<b>EPF.1.2</b> Gather, interpret, and construct data and graphs to evaluate the impact of changes in the economy.
	<b>EPF.1.3</b> Utilize research from a variety sources to discuss policies and ideas in order to create a well-developed argument.
	<b>EPF.1.4</b> Use acquired knowledge to engage in the marketplace through informed decision making.
<b>Economic Concepts</b>	<b>Standard 2:</b> Demonstrate an understanding of fundamental economic concepts at an individual, business, and governmental level.
	<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.
	<b>The student will:</b>
	<b>EPF.2.1</b> Connect scarcity and decision-making.
	<b>EPF.2.2</b> Research and utilize evidence to explain how various economic systems address the basic economic questions regarding distribution of resources.
	<b>EPF.2.3</b> Using a production possibilities curve, determine how society's allocation of resources impacts economic well-being.
	<b>EPF.2.4</b> Utilize marginal analysis to evaluate how short-term goals allow individuals and institutions to make rational decisions.
<b>Financial Literacy</b>	<b>Standard 3:</b> Demonstrate an understanding of how scarcity and choice influence individual financial decisions.
	<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 standard of living and future earning potential.
	<b>The student will:</b>
	<b>EPF.3.1</b> Research and analyze the factors that impact personal income and long-term earning potential.

	<p><b>EPF.3.2</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><b>EPF.3.3</b> Determine financially responsible ways that individuals acquire and use credit.</p> <p><b>EPF.3.4</b> Utilizing the principles of comparative analysis, develop a personal finance strategy for investing, purchasing, protecting, and saving resources.</p>
<b>Microeconomics</b>	<p><b>Standard 4:</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.4.1</b> Apply the laws of supply and demand to determine how changes in market conditions affect prices.</p>
	<p><b>EPF.4.2</b> Compare and contrast how the organization of various market structures affects decisions and outcomes of individuals and firms.</p>
	<p><b>EPF.4.3</b> Construct graphs to illustrate market equilibrium and the impact of shifts in supply and demand, different elasticities, and price controls on market output and price.</p>
	<p><b>EPF.4.4</b> Research and evaluate geopolitical influences on employment trends and issues at the state and national level.</p>
	<p><b>Standard 5:</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.5.1</b> Identify and analyze important economic indicators and data used to gauge the economic well-being of a society</p>
	<p><b>EPF.5.2</b> Provide justification for or against government regulation in a free-enterprise system.</p>
<p><b>EPF.5.3</b> Evaluate the impact of globalization and trade on the economic well-being of a nation.</p>	
<p><b>EPF.5.4</b> Investigate contemporary economic policies, and analyze how political ideologies influenced their implementation.</p>	

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

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 the peoples and societies are recorded in the Old Testament. The Old Testament can be evaluated for its impact on law, history, government, literature, art, music, customs, morals, values, and culture.
	<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 the Old Testament cultures from distinct geographic regions including Sumerian, Egyptian, Hebrew, and Babylonian.
	<b>OT.1.4</b> Create a narrative analyzing the biblical traditions and their influences on contemporary cultures including history, government, law, customs, morals, and values.
<b>Literature</b>	<b>Standard 2:</b> Demonstrate an understanding of the narratives, characters, stories, and poetry 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 of the Bible. The Old Testament has diverse content, form, and artistry 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 poems, letters, 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 the development of theme, setting, or plot.
	<b>OT.2.5</b> Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within biblical text.
<b>OT.2.6</b> Explain the influence of the Old Testament in classic and contemporary poetry, drama, prose, and other media.	

<b>Arts</b>	<b>Standard 3:</b> Demonstrate an understanding of the influence of the Old 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 society, culture, and history through interactions with and analysis of art forms.
	<b>The student will:</b>
	<b>OT.3.1</b> Analyze the artistic presentation of the Old Testament through creative writing, dance, music, theatre, and the visual arts from various cultural and historical perspectives.
	<b>OT.3.2</b> Interpret symbols, subject matter, themes, and ideas found in creative writing, dance, music theater, and the visual arts derived from the Old Testament.
	<b>OT.3.3</b> Explain the function, design, and significance of architecture and religious artifacts found in places of worship such as cathedrals, churches, synagogues, tabernacles, and temples.
	<b>OT.3.4</b> Create a response to biblical texts through a variety of methods such as creative writing, dance, music, theatre, and the visual arts.

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

Key Concepts	Standards
History	<b>Standard 1:</b> Demonstrate an understanding of the New Testament on the history, religion, government, and laws 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 law, history, government, literature, art, music, customs, morals, values, and culture.
	<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 the New Testament cultures including Roman, Greek, and Hebrew.
	<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 history, government, law, customs, morals, and values.	
Literature	<b>Standard 2:</b> Demonstrate an understanding of the narratives, characters, stories, and poetry 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 of the Bible. The New Testament has diverse content, form, and artistry 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 poems, letters, songs, and speeches in biblical texts to shape meaning and impact the reader.
	<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 theme, setting, or plot.	
<b>NT.2.5</b> Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact	

	within biblical text.
	<b>NT.2.6</b> Explain the influence of the New Testament in classic and contemporary poetry, drama, prose, and other media.
<b>Arts</b>	<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 society, culture, and history 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 writing, dance, music, theatre, and the visual arts from various cultural and historical perspectives.
	<b>NT.3.2</b> Interpret symbols, subject matter, themes, and ideas found in creative writing, dance, music theater, and the visual arts derived from the New Testament.
	<b>NT.3.3</b> Explain the function, design, 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 writing, dance, music, theatre, and the visual arts.	

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## Appendix A

### Primary (K–2) Skills Progression

History Skills			
	Kindergarten	Grade 1	Grade 2
<b>Comparison</b>	Identify similarities and differences between one’s self and others.	Identify similarities and differences between communities, home, neighborhoods, and school.	Identify similarities and differences between past events or historical figures.
<b>Causation</b>	<i>This skill is introduced in grade one.</i>	Identify a current event in South Carolina and make predictions about possible outcomes.	Identify multiple causes and effects of past or current events in the United States.
<b>Continuities and Changes</b>	Identify ways in which individuals change or stay the same over time.	Identify patterns of continuities and changes within a period of time.	Analyze patterns of continuities and changes in the United States using evidence from a variety of sources, such as graphic organizers, maps, photographs/images, texts, and timelines.
<b>Evidence</b>	Identify and source different forms of evidence used in historical inquiry such as digital sources, maps, photographs/images, or texts.	Identify and source 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.

Geography Skills			
	Kindergarten	Grade 1	Grade 2
<b>Maps</b>	Identify a map and its features (e.g., title, key/legend, and compass rose), and explain the purpose of maps.	Use various maps to describe South Carolina’s three main regions (i.e. Lowcountry, Midlands, Upstate) and the	Collect information from various maps to describe the physical features of the United States and location in the world using

<b>Geography Skills</b>			
		state's location in the nation using geographic terms.	geographic terms.
<b>Gather Evidence and Communicate Findings</b>	Apply sources of geographic information (e.g., digital sources, maps, or photographs/images) to identify human-made and natural features.	Apply various sources of geographic information to identify and analyze the people, natural features, and resources in the three main regions of South Carolina (i.e. Lowcountry, Midlands, Upstate).	Use primary and secondary sources to describe and compare various landforms of the United States.
<b>Conditions and Connections</b>	Describe and compare the natural environment around one's home and school using a visual representation.	Use various sources of geographic information to describe the features of rural, urban, and suburban areas in South Carolina.	Explain how the distribution of natural resources, physical features, and human features in the United States 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.	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 one's 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.
<b>Informed Participation</b>	With prompting and support, 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 encourage citizens with diverse beliefs and backgrounds to work together for the common good.	Use primary and secondary resources to identify cultural and ethnic groups in the United States and articulate how civic dispositions build relationships between them in a diverse society.
<b>Interpret</b>	Explain the purposes of rules and laws and discuss consequences of breaking them.	Describe the purpose and functions of the three branches of local and state governments.	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 be an active and responsible citizen in local and state government.	Analyze how the inalienable rights granted to United States citizens are outlined in the Declaration of Independence and the Constitution to serve as the framework for United States government.
<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 and resolve a state issue and communicate resolutions.	Identify a national issue and propose and communicate a resolution.

## 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>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>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>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 time, place, and culture 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>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>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>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>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>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.

Term	Definition
<b>absolutism</b>	a form of government in which all power is held by a single leader
<b>AD</b>	
<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>BC</b>	<i>Anno Domini</i> is Latin for "year of our Lord," and it represents the years prior to the estimated birth of Jesus
<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>Term</b>	<b>Definition</b>
<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>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>Term</b>	<b>Definition</b>
<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>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

<b>Term</b>	<b>Definition</b>
	of states; usually refers to the conduct of international relations on a full range of issues
<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>Term</b>	<b>Definition</b>
<b>geospatial technologies</b>	computer hardware and software with which users analyze and represent geographic data at infinitely varied levels; includes 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>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>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

<b>Term</b>	<b>Definition</b>
	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>martyrdom</b>	a person who willingly gives his or her life for a cause in which she or he believes (i.e. Isaac Hayne)
<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>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

<b>Term</b>	<b>Definition</b>
	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>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

<b>Term</b>	<b>Definition</b>
	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>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

Term	Definition
	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

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