Family-Friendly Guides to the SC Social Studies Standards for 8th Grade: South Carolina and the United States

The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.

- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.

- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

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

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

How to Read this Document:

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

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

Summary of the course:

Students 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 19th century ushered in industrialization to South Carolina and the nation, providing new opportunities for many people. Throughout the 20th 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 21st century, South Carolina continues to attract businesses and people, while continuing to find solutions to new challenges.

Family Friendly Guide for 8th Grade Social Studies
South Carolina and the United States

Content Exploration

Standard	Summary
1: Settlement and Development	Students will explore how the Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity
2: Revolution and Identity	Students will explore the 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.
3: Compromises and Conflict	Students will explore how as the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina's identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.
4: At a Crossroads	Students will explore how beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.
5: Progress	Students will explore how as a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina's social standing and political alignment.

Skills Focus

Skills are necessary across the social studies for the student's understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

Skills	4th Grade US and SC Studies Part I	5th Grade US and SC Studies Part II	8th Grade South Carolina and the US	United States History and the Constitution
Comparison	**Identify** comparisons based on common or differing characteristics or contexts.	**Generate** comparisons based on common or differing characteristics or contexts.	Utilize **multiple** characteristics of historical developments to create a comparative analysis.	Utilize similarities and differences among **multiple** historical developments over culture, time, and place to create a comparative analysis.
Causation	**Identify** multiple causes and effects, to include distinguishing long-term and short-term causes and effects.	**Analyze** **multiple** causes and multiple effects, to include distinguishing long-term and short-term causes and effects.	**Identify and compare** significant turning points, including the related causes and effects that affect historical continuity and change.	**Evaluate** significant turning points, including related causes and effects that affect historical continuity and change.
Periodization	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).	Utilize significant **turning points to justify** the historical narrative of a time period.	Summarize, analyze, and **assess the methods** historians use categorize historical developments to

				create historical periodization.
Contextualization	**Make connections** between historical developments in history using specific references to time, place, and broader contexts.	**Describe historical developments** using specific references to time, place, and broader contexts.	Explain how **historical themes** are used to determine context when analyzing significant events.	**Justify** how the relationship between **various** historical themes and **multiple** historical developments create a multi-faceted context when analyzing significant events.
Continuities and Change	Recognize patterns of historical continuities and changes in history.	Recognize patterns of historical continuities and changes and **identify turning points** in history.	**Analyze** significant **turning points** and theme-based patterns of continuities and changes within a period of time.	**Evaluate** significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.
Evidence	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

Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from rote memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

Theme Name	Theme Description
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.

Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage applying the discipline-specific skills for their course.

Possible Questions for Inquiry for your 8th Grade Student:

- Why would Europeans want to settle in North America?
- How did reasons for settlement impact the cultures of each colonial region?
- How did geography impact the amount of African heritage and cultural traditions that enslaved people were able to maintain?
- How did the economic system of mercantilism impact the colonies?
- How were individual rights protected in early forms of government in the colonies?
- How did loyalists and patriots differ in their view towards to the king and Parliament?
- How did colonists use their economic power as a means of protest?
- How did colonists use their public opinion and actions to influence governmental policy?
- How did early success by the Patriots influence neutral colonists?
- How did increases in cotton production impact the expansion of slavery?
- How did the expansion of the United States impact migratory patterns of different groups?
- How is power shared between the state and national government?
- What factors influenced sectionalism prior to the American Civil War?
- How did agriculture change in South Carolina following the American Civil War?
- What was the impact of the military strategies on their targets?
- How did the 13th, 14th, and 15th amendments serve as a catalyst for Reconstruction?
- What factors disrupted Reconstruction era policies for African Americans?
- How did the Jim Crow era dismiss the gains made by African Americans during Reconstruction?
- What reforms were implemented as a result of progressive calls for social and political change?
- How did the economy change between the American Civil War and the end of World War I?
- How were South Carolinians affected by World War I?
- How have the New Deal programs had a lasting impact on South Carolina?
- How did South Carolina diversify the economy following the Great Depression?
- How has civic engagement been used to shape South Carolina's identity?
- How did World War II impact the economy of South Carolina and the United States?
- How was national security used as a rationale to restrict the civil rights and civil liberties of certain groups?
- What factors led to the evolution from the "solid south" (Democratic) to the current Republican stronghold?
- How did South Carolinians contribute to the national Civil Rights Movement?

Additional Resources:

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/)
  - The full standards document can be found by clicking the link above, or by visiting: https://ed.sc.gov/instruction/standards-learning/social-studies/standards/

- [South Carolina Social Studies Instructional Guides](https://ed.sc.gov/instruction/standards-learning/social-studies/resources/)
  - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: https://ed.sc.gov/instruction/standards-learning/social-studies/resources/

- [South Carolina ETV](https://www.scetv.org/)
  - The site may also be found by visiting: https://www.scetv.org/

- [South Carolina Remote Learning](https://scremotelearning.com/parents-students/)
  - These are websites that are identified by grade level and content range for your student.
  - The site may also be found by visiting: https://scremotelearning.com/parents-students/

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