

## **Family-Friendly Guides to the SC Social Studies Standards for United States History and the Constitution**

---

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](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:**

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

# Family Friendly Guide for United States History and the Constitution

---

## Content Exploration

Standard	Summary
<b>1: Foundations of American Republicanism</b>	Students will explore how 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>2: Expansion and Union</b>	Students will explore how the antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.
<b>3: Capitalism and Reform</b>	Students will explore how industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.
<b>4: Modernism and Interventionism</b>	Students will explore how 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.
<b>5: Legacy of the Cold War</b>	Students will explore how the Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

## 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.

<b>Skills</b>	<b>4<sup>th</sup> Grade US and SC Studies Part I</b>	<b>5<sup>th</sup> Grade US and SC Studies Part II</b>	<b>8<sup>th</sup> Grade South Carolina and the US</b>	<b>United States History and 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>multiple</b> characteristics of historical developments to create a comparative analysis.	Utilize similarities and differences among <b>multiple</b> historical developments over culture, time, and place to create a comparative analysis.
<b>Causation</b>	<b>Identify</b> multiple causes and effects, to include distinguishing long-term and short-term causes and effects.	<b>Analyze multiple</b> causes and multiple effects, to include distinguishing long-term and short-term causes and effects.	<b>Identify and compare</b> significant turning points, including the related causes and effects that affect historical continuity and change.	<b>Evaluate</b> significant turning points, including related causes and effects that affect historical continuity and change.
<b>Periodization</b>	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Utilize significant <b>turning points to justify</b> the historical narrative of a time period.	Summarize, analyze, and <b>assess the methods</b> historians use categorize historical developments to

				create historical periodization.
<b>Contextualization</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.	Explain how <b>historical themes</b> are used to determine context when analyzing significant events.	<b>Justify</b> how the relationship between <b>various</b> historical themes and <b>multiple</b> historical developments create a multi-faceted context when analyzing significant events.
<b>Continuities and Change</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.	<b>Analyze</b> significant <b>turning points</b> and theme-based patterns of continuities and changes within a period of time.	<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.

## 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.

<b>Theme Name</b>	<b>Theme Description</b>
<b>American Culture and Identity</b>	The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.
<b>Capitalism and Technological Innovation</b>	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.
<b>Expansion, Regionalism, and Union</b>	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.
<b>Founding Principles and Political Institutions</b>	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.
<b>Migration and Mobility</b>	The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.
<b>Natural Rights and Social Development</b>	The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

## **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 United States History and the Constitution Student:

- What impact, if any, did the Enlightenment have on the formation of a unique American identity?
- How did a unique American identity emerge from a well-established British Empire?
- How did economics shape the actions of American colonists and citizens during settlement, the Revolution, and the building of our government?
- How did both regional division and national unity evolve from colonization to the War of 1812?
- How did the values of the American revolutionaries manifest themselves in the debates over and structure of the American government?
- How did push and pull factors shape the social, political, and economic development of America?
- Considering colonial history, how radical were the ideas in the Declaration of Independence?
- How did the federal government before, during, and after the war, try to balance economic demands and individuals' natural rights?
- Which of the following was most important in bringing about the Civil War: conflicting economic systems, American expansion, or differing interpretations of American founding values?
- Did the benefits of Westward Expansion outweigh the costs?
- Was Reconstruction a continuation of or a change in America's political values?
- How was the American Identity challenged by economic developments and social/political trends during this period?
- In what ways did American capitalism change during this time period? How did those changes drive other changes in American society and politics?
- Did the government adequately respond to the needs of industrialization?
- How and why did the Progressive Movement seek to change the role of the federal government?
- What caused the increase of migration within and immigration to America during this time period? How did those changes affect other aspects of American life?
- Did the economic benefits of industrialization outweigh the costs to groups such as workers, Native Americans, and small farmers?
- Considering both internal and external factors, how did America gain the new identity of world superpower?
- Why do boom and bust cycles occur?
- What should be the government's role in the economy? How do economic conditions shape people's answer to that question?
- Did America's involvement in world affairs uphold or violate our founding principles?
- How did social conflict lead to migration during this time period? Why did those internal migrations also result in social conflict?
- Did the rights of Americans increase or decrease between 1900 and 1945?

- How was America’s role as superpower enhanced and challenged by economic developments and social/political trends during this period?
- In what way(s) did technological advancements during this time period improve American life?
- How did debates over America’s global leadership evolve from the beginning of the Cold War to the first decades of the 21st century?
- Did America’s role in the Cold War support or violate our founding principles?
- How did American attitudes towards immigration change in response to social, political, and economic developments?
- How did marginalized groups use democratic ideals and the structures of government to fight for their civil rights?

**Additional Resources:**

- [2019 South Carolina Social Studies College- and- Career- Ready 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](#)
  - 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](#)
  - The site may also be found by visiting: <https://www.scetv.org/>
- [South Carolina Remote Learning](#)
  - 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/>

**A publication of SC Department of Education (www.ed.sc.gov)  
 SC Education Oversight Committee  
 (www.eoc.sc.gov)**