

2016

# SC Social Studies Academic Standards

## Cyclical Review Report



**SC EDUCATION  
OVERSIGHT COMMITTEE**



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## INTRODUCTION

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

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

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

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

## **I: CYCLICAL REVIEW PROCESS**

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

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

#### **National Review Panel**

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

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

#### **State Review Panel**

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

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

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

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

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

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

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

### CRITERION ONE: COMPREHENSIVENESS/BALANCE

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

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

### CRITERION TWO: RIGOR

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

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

### CRITERION THREE: ORGANIZATION/COMMUNICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

### **III: FINDINGS**

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

#### **A. COMMENDATIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sequencing might look like:

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

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

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

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

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

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

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

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

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

**Criterion Three: Organization/Communication**

**Findings/Recommendations:**

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

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

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

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



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

## References

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National Council for the Social Studies (NCSS). 2010. National curriculum standards for social studies: A framework for teaching, learning and assessment. Silver Spring, MD: NCSS.

Stern, S. & Stern, J. (2011). *The state of U. S. history standards*. Fordham Institute. Retrieved from <https://edexcellence.net/publications/the-state-of-state-us.html>



## Appendix A.

### Timeline

#### Timeline for EOC Social Studies Review 2016

<b>Date</b>	<b>Action Item/Activity</b>
April 27	Cyclical Review Nominee Forms mailed to SC Leaders for State Taskforce
May 13	Nominee Forms requested to be returned
May 16- 20	Selection of Cyclical Review State Taskforce
May 23-27	Letters mailed to selected Cyclical Review State Taskforce
May	National Committee Selection Process Begins
July	Letters of Agreement sent to National Review Panel
August 9	National Review Panel Conference Call
August-October	National Review Team to review Standards
Sept 7 *	Meeting 1 for Cyclical Review Taskforce
Sept 28*	Meeting 2 Cyclical Review Taskforce
October 3	National Review Panel to submit Review Findings
December 12	Social Studies Standards Review Report presented to EOC

\*Cyclical review meetings are from 10 am - 3 pm at the SC Department of Archives and History



**Appendix B.**

**State Cyclical Review Panel Suggestions for the Social Studies Standards**

**(See following page for suggestions.)**

<b>Standards Review Template – South Carolina 2011 Academic Social Studies</b>	
<b>Kindergarten-Foundations of Social Studies: Children as Citizens</b>	
<b>Standard K-1: The student will demonstrate an understanding of his or her surroundings.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.	
K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.	
K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.	Personal connection is vague. Consider student background. Be sensitive to different cultures.
K-1.4 Recognize natural features of his or her environment (e.g., mountains and bodies of water).	
<b>Standards Summary: The student will demonstrate an understanding of his or her surroundings.</b>	Recommendation(s) for K-1: Reorder of Items: 1, 3, 4, 2. Use one verb that is action-based that can be used to define what students can see or hear.
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard K-2: The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child's life.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
K-2.1 Explain the purpose of rules and laws and the consequences of breaking them.	
K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.	
K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.	
K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.	Change 'Explain' to 'Exemplify'
Standard Summary: The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child's life.	Recommendation(s) for K-2: Reorder of Indicators: 1, 3, 2, 4. Be consistent in wording of authority figures (Indicators 2 & 3). Delete 'patriotism' in K-2.4. Word already appears in K-3.1, 3.2 and 3.3.
<b>Summarize the strengths and weaknesses for this standard.</b>	



<b>Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner."	
K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.	
K-3.3 Describe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.	Consider adding other important figures to diversify the list. The list should grow over time.
<b>Standard Summary: The student will demonstrate an understanding of the values that American democracy represents and upholds.</b>	Recommendation(s) for K-3: Add concept of democracy as an introduction.
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
K-4.1 Compare the daily lives of children and their families in the past and in the present.	Recognize the elements of a family and how broad the team is in today's society.
K-4.2 Explain how changes in modes of transportation and communication have affected the way families live and work together.	Clarify different modes of transportation and communication.
K-4.3 Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.	
K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.	Consider rephrasing to include scarcity/shortage and abundance/surplus.
<b>Standard Summary: The student will demonstrate an understanding of the way families live and work together today as well as in the past.</b>	Recommendation(s) for K-4: Rephrase Standard to read: 'The student will demonstrate an understanding of the way families: how they live and how they work together today as well as in the past.' Consider the economics of a family and how this impacts the family unit to fulfill wants and needs.
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Kindergarten Comments</b>	<b>Ensure all standards use an action-based verb</b>

<b>GRADE 1-Foundations of Social Studies: Families</b>	
<b>Standard 1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.	
1-1.2 Compare schools and neighborhoods that are located in different settings around the world.	
1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.	
1-1.4 Compare the ways that people use land and natural resources in different settings around the world.	
<b>Standard Summary: The student will demonstrate an understanding of how families interact with their environment both locally and globally.</b>	Recommendation(s) for Grade 1-1: Introduce concept that people are recognized as being part of their environment. Consider including verbs with higher thinking skills.
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
1-2.1 Explain the making and enforcing of laws as a basic function of government.	
1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.	
1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.	
1-2.4 Summarize the possible consequences of an absence of government.	
<b>Standard Summary: The student will demonstrate an understanding of how government functions and how government affects families.</b>	Recommendation(s) for Grade 1-2: There is a lack of cohesion and transition texts in the Standard and Indicators. Condense Indicators 2.2 and 2.3 to show there is a clear delineation among government authority and structure of government.
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
1-3.1 Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.	
1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.	
1-3.3 Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.	Consider adding other relevant and important historical figures to increase diversity.
<b>Standard Summary: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.	Consider changing the focus of 'typical jobs.'
1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.	
1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.	
1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.	
<b>Standard Summary: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.</b>	Recommendation(s) for Grade 1-4: Consider adding the celebration of cultures within the classroom, community, and word. Consider viewpoints of what is considered a family to be more inclusive.
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>GRADE 2-Foundations of Social Studies: Communities</b>	
<b>Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.	
2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.	
2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.	
2-1.4 Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.	
2-1.5 Identify on a map or globe the location of his or her local community, state, nation, and continent.	Include applicable digital resources.
<b>Standard Summary: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.</b>	
<b>Summarize the strengths and weaknesses of standard.</b>	

<b>Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.	
2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.	
2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.	
2-2.4 Explain the role of elected leaders, including mayor, governor, and president.	
<b>Standard Summary: The student will demonstrate an understanding of the structure and function of local, state, and national government.</b>	Recommendation(s) for Grade 2-2: Consider placing taxation in Grade 1 and Grade 2. Swap Indicator 1.2 with Indicator 2.2.
<b>Summarize the strengths and weaknesses for this standard.</b>	



<b>Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
2-3.1 Summarize the role of community workers who provide goods and services.	
2-3.2 Explain how people's choices about what to buy will determine what goods and services are produced.	
2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.	
2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.	
2-3.5 Explain the effects of supply and demand on the price of goods and services.	
<b>Standard Summary: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.	
2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.	
2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.	
2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.	
<b>Standard Summary: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.</b>	Recommendation(s) for Grade 2-4: Remove the reference to regions. Include opportunities to celebrate cultures. Add an Indicator connecting how cultures have assimilated to families, US and World growth.
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Comments for Grade 2</b>	<b>Consider swapping taxation related standards in grades 1 and 2</b>

<b>GRADE 3-South Carolina Studies</b>	
<b>Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
3-1.1 Categorize the six landform regions of South Carolina-the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone- according to their climate, physical features, and natural resources.	
3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.	
3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.	
<b>Standard Summary: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
3-2.1 Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.	
3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.	
3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.	
3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.	
3-2.5 Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.	
<b>Standard Summary: The student will demonstrate an understanding of the exploration and settlement of South Carolina.</b>	Recommendation(s) for Grade 3-2: Too much content to cover for a 3rd Grader.
<b>Summarize the strengths and weaknesses of standard.</b>	

<p><b>Standard 3-3</b> The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.</p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>3-3.1 Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.</p>	
<p>3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.</p>	
<p>3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.</p>	
<p>3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.</p>	
<p>3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.</p>	

<b>Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.	
3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.	Include the topic of plantations in the South.
3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.	Include the concept of racial tension
3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.	
3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.	

<p>3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.	
3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.	
3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.	
3-5.4 Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.	



<p>3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.</p>	
<p>3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</b></p>	<p><b>Recommendation(s) for Grade 3-5: Reword Standard to read: 'The student will demonstrate an understand of the major developments in South Carolina in the late nineteenth century through the 21st century.'</b>  <b>Standard needs to cover Civil Rights and struggles of African Americans.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	
<p><b>Overall grades Kindergarten - 3</b></p>	<p><b>Broaden areas and make connections to cultural diversity, democracy and citizenship</b></p>

<b>GRADE 4-United States Studies to 1865</b>	
<b>Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
4-1.1 Summarize the spread of Native American populations using the land bridge Theory.	Consider the possibility of various theories.
4-1.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.	
4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.	
4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.	Need more specifics on accomplishments.
<b>Standard Summary: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.</b>	<p>Recommendation(s) for Grade 4-1: Indicators 4-1.1 and 4-1.2 should be separated into their own Standard.</p> <p>Reiterate major concepts of migration and exploration.</p> <p>Indicator 4-1.4 covers a lot of information and will be different to address in an inquiry-based classroom.</p> <p>Can some Grade 4 content can be addressed in Grade 3.</p>

<b>Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
4-2.1 Summarize the cause-and-effect relationships of the Columbian Exchange.	
4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.	
4-2.3 Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America.	
4-2.4 Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.	Consider eliminating Indicator because of repetition in 4-2.1, 4-2.3 and 4-3.1.
<b>Standard Summary: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.</b>	Recommendation(s) for Grade 4-2: Include concepts of relationships between cultures. Show a linkage between 4-2.2 and 4-2.4 to understand relationships.
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.	
4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.	
4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.	
4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.	
<b>Standard Summary: The student will demonstrate an understanding of the conflict between the American colonies and England.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.	
4-4.2 Explain the structure and function of the legislative, executive, and judicial branches of the federal government.	
4-4.3 Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.	
4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.	Include name of people what made contribution in Indicators 4-4.1, 4-4.2 and 4-4.3.
4-4.5 Compare the social and economic policies of the two political parties that were formed in America in the 1790s.	Eliminate Indicator 4-4.5.

<b>Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.	Remove reference to Zebulon Pike.
4-5.2 Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny.	
4-5.3 Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.	Include influence of Westward Expansion.
4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.	
4-5.5 Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories.	

<b>Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
4-6.1 Explain the significant economic and geographic differences between the North and South.	
4-6.2 Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.	
4-6.3 Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession.	
4-6.4 Summarize significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln.	
4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.	
<b>Standard Summary: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Grade 4 Comments</b>	<b>Too much information in the standards to foster an inquiry-based classroom</b>

<b>GRADE 5-United States Studies: 1865 to the Present</b>	
<b>Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.	
5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.	
5-1.3 Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.	
5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.	
<b>Standard Summary: The student will demonstrate an understanding of Reconstruction and its impact on the United States.</b>	



<b>Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
5-2.1 Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities.	
5-2.2 Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West.	
5-2.3 Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants.	
5-2.4 Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy.	
<b>Standard Summary: The student will demonstrate an understanding of the continued westward expansion of the United States.</b>	

<p><b>Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.</b></p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.</p>	
<p>5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.</p>	<p>How does Indicator 5-3.2 relate to the US? How does it contribute to the US being a world power? Does the Indicator need to be reworded or placed somewhere else?</p>
<p>5-3.3 Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.</p>	
<p>5-3.4 Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.</p>	
<p>5-3.5 Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers.</p>	

5-3.6 Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.	
<b>Standard Summary: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<p><b>Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.</b></p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>5-4.1 Summarize daily life in the post-World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.</p>	
<p>5-4.2 Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.</p>	
<p>5-4.3 Explain the American government's response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.</p>	
<p>5-4.4 Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union, and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of Hiroshima and Nagasaki.</p>	

<p>5-4.5 Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.</p>	<p>Consider integrating people named in Indicators 5-4.3 and 5-4.4 to teach within context and not in isolation.</p>
<p>5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.</p>	
<p>5-4.7 Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national boundaries and governments.</p>	<p>Consider impact of Japanese interment and should it be a separate Indicator.</p>
<p><b>Standard Summary: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
5-5.1 Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.	
5-5.2 Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.	
5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.	
5-5.4 Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC).	

<b>Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
5-6.1 Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.	
5-6.2 Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.	
5-6.3 Explain the impact of the September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.	Update this Indicator.
5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.	If Indicator remains, add cyberterrorism. Consider combining Indicators 5-6.4 and 5-6.5.
5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.	Is this Indicator needed? Was this not covered in Indicator 5-5.4 with NATO & OPEC?
5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources.	Should this be moved to science standards?

<p><b>Standard Summary:</b> The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.</p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	
<p><b>GRADE 5 - OVERALL COMMENTS</b></p>	<ol style="list-style-type: none"> <li>1. Consider ways to reinforce that many standards happen simultaneously.</li> <li>2. Support documents: Ways where we can bridge Standards together. Can that be added?</li> <li>3. Consider moving Native Americans into Grade 3 so we can spread Grade 4 and Grade 5 material out so it is not so much and it becomes more manageable.</li> <li>4. Standard 5--6: Needs to address ethnic and gender issues such as the first black presidency and first female running for president for a major party; ISIS and updates on war on terror; cyberterrorism; and current civil rights movement.</li> <li>5. Needs a better bridge with Grades K-2 Standards that eliminates choppiness in progression in social studies instruction.</li> </ol>



**ELEMENTARY - OVERALL COMMENTS**

1. Extend Grade K-2 foundations into Grade 3. Third Graders aren't quite developmentally ready to grasp major history content such as government, nor emotionally ready for understanding slavery. The history of S.C. can remain as part of Grade 3, but very general overview.
2. Possibly extend US History between Grade 3 through Grade 5 and SC History highlighted amongst them. Skills to focus on should be timelines, how conflict is addressed in history, and connections to world issues today. Possibly move some of Grade 3 Standards (geography and state symbols) to Grade 2 to ensure SC history addresses it if US History is extended to Grade 3 through Grade 5.
3. Extend US History to be taught in Grade 4 through Grade 6.
4. Grade 3: Cultures & Geography, Grade 4: SC History, and Grade 5: through Grade 7: US History.  
This creates a better bridge with Grades K-2 to the upper grades and eliminates the choppiness between historical events.
5. Discuss states and the capitals.
6. Standards Grades K through Grade 3: Swap 1st and 2nd Standards related to taxation.
7. Revisit Grade 1 and Grade 2 Standards for appropriateness respective of grade level.
8. Recommendation(s) for Grade 3-1: Include recognition of SC Capitol.  
Broaden the following areas and make connections to today:  
a) cultural diversity, b) democracy and c) citizenship roles.  
More diversity is needed with the roles as identified in the standard. Make standard more relevant.  
Higher order thinking skills are needed in all grades.  
Grade 3 standards cover too much content and are too involved.

<b>GRADE 6-Early Cultures to 1600</b>	
<b>Standard 6-1: The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
6-1.1 Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.	
6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.	
6-1.3 Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order.	Explain the origins, fundamental beliefs, and spread of Eastern religion. Add the religions of next indicator
6-1.4 Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).	
<b>Standard Summary: The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	<b>Recommendation(s) for Grade 6-1: Include Social Studies Literary Skills for 21st Century as appropriate. Needs to add compare/contrast and cause/effect.</b>

<b>Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
6-2.1 Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.	
6-2.2 Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.	
6-2.3 Describe the development of Roman civilization, including language, government, architecture, and engineering.	
6-2.4 Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).	
6-2.5 Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.	
6-2.6 Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.	

<b>Standard 6-3: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
6-3.1 Summarize the major contributions of the Chinese civilization from the Qing dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.	Change verb
6-3.2 Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.	Change verb
6-3.3 Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science.	Change verb
6-3.4 Explain the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion.	Change verb
<b>Standard Summary: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.</b>	<b>Recommendation(s) for Grade 6-3: Look at verbs to encourage higher order thinking.</b>
<b>Summarize the strengths and weaknesses standard.</b>	

<b>Standard 6-4: The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
6.4.1 Compare the major contributions of the African civilizations of Ghana, Mali, and Songhai, including the impact of Islam on the cultures of these kingdoms.	
6-4.2 Describe the influence of geography on trade in the African kingdoms, including the salt and gold trades.	
6-4.3 Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.	
6-4.4 Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Mississippian cultures.	
<b>Standard Summary: The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
6-5.1 Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.	
6-5.2 Explain the effects of the Magna Carta on European society, its effect on the feudal system, and its contribution to the development of representative government in England.	
6-5.3 Summarize the course of the Crusades and explain their effects on feudalism and their role in spreading Christianity.	
6-5.4 Explain the role and influence of the Roman Catholic Church in medieval Europe.	
6-5.5 Summarize the origins and impact of the bubonic plague (Black Death) on feudalism.	
<b>Standard Summary: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 6-6: The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
6-6.1 Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of humanism and the accomplishments of the Italians in art, music, literature, and architecture.	
6-6.2 Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).	
6-6.3 Explain the causes, events, and points of contention and denominational affiliations (of nations) of the Reformation and the Catholic Reformation (Counter Reformation).	
6-6.4 Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.	
6-6.5 Identify the origin and destinations of the voyages of major European explorers.	
6-6.6 Explain the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange).	

<b>Standard Summary:</b> The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.	<b>Recommendation(s) for Grade 6-6:</b> Move Indicators 6-6.4, 6-6.5 and 6-6.6 to Grade 7.
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Comments for Grade 6</b>	<b>Standards need additional rigor to get students to think deeper</b>
	<b>Add map skills at every grade level</b>
	<b>Address civic duty expectations of students</b>
	<b>Add inquiry skills</b>



<b>GRADE 7-Contemporary Cultures: 1600 to the Present</b>	
<b>Standard 7-1: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
7-1.1 Compare the colonial claims and the expansion of European powers through 1770.	
7-1.2 Explain how technological and scientific advances contributed to the power of European nations.	
7-1.3 Summarize the policy of mercantilism as a way of building a nation's wealth, including government policies to control trade.	Consider using 'Explain' instead of 'Summarize.'
7-1.4 Analyze the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class.	
7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.	
<b>Standard Summary: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 7-2: The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.	
7-2.2 Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton.	
7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.	
7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.	
7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.	

<p><b>Standard Summary:</b> The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.</p>	<p><b>Recommendation(s) for Grade 7-2:</b> Swap order of Indicator 7-2.2 and Indicator 7-2.3. Considering adding Indicator 7-2.6 Compare US Constitution and Bill of Rights. Consider reorganizing Indicators to 2.1, 2.3, 2.2, 2.4, and 2.5 or 2.1, 2.4, 2.3, 2.2, 2.5 and 2.6.</p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon's rise to power.	
7-3.2 Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.	
7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by Enlightenment ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.	
7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.	
7-3.5 Analyze the ways that industrialization contributed to imperialism in India, Japan, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884.	

7-3.6 Explain reactions to imperialism that resulted from growing nationalism, including the Zulu wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.	
7-3.7 Explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power.	
<b>Standard Summary: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.</b>	<b>Recommendation(s) for Grade 7-3: Indicators 7-3.5, 7-3.6 and 7-3.7 do not relate to 'independence' as stated in the Standard. Consider changing to 'economic and political movement.'</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard 7-4: The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
7-4.1 Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war.	
7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.	
7-4.3 Explain the causes and effects of the worldwide depression that took place in the 1930s, including the effects of the economic crash of 1929.	
7-4.4 Compare the ideologies of socialism, communism, fascism, and Nazism and their influence on the rise of totalitarian governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression.	
7-4.5 Summarize the causes and course of World War II, including drives for empire, appeasement and isolationism, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the "Final Solution," the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki.	

<p>7-4.6 Analyze the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard 7-5: The student will demonstrate an understanding of international developments during the Cold War era.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
7-5.1 Compare the political and economic ideologies of the United States and the Soviet Union during the Cold War.	
7-5.2 Summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the Cold War.	
7-5.3 Explain the spread of communism in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state containment, and the domino theory.	
7-5.4 Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the "space race," and the threat of nuclear annihilation.	
7-5.5 Analyze the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including the growth of resistance movements in Eastern Europe, the policies of Mikhail Gorbachev and Ronald Reagan, and the failures of communist economic systems.	
<b>Standard Summary: The student will demonstrate an understanding of international developments during the Cold War era.</b>	



<p><b>Standard 7-6: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.</b></p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>7-6.1 Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU).</p>	
<p>7-6.2 Compare features of nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi's role in the non-violence movement for India's independence, the emergence of nationalist movements in African and Asian countries, and the collapse of the apartheid system in South Africa.</p>	
<p>7-6.3 Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan.</p>	
<p>7-6.4 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions.</p>	

7-6.5 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.	
7-6.6 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment.	Consider incorporating the impact of people migration on the environment.
<b>Standard Summary: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.</b>	<b>Recommendation(s) for Grade 7-6: Consider modern day relevance and cultural perspectives.</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>GRADE 8-South Carolina: One of the United States</b>	
<b>Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.	Consider summarizing the aspects of Native Americans in the South. Look at expanding understanding - melded to forced.
8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.	Change accomplishment to results.
8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.	Reword Indicator to read: 'Summarize the history of English settlement in New England and the mid-Atlantic region.'
8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.	Change 'enslaved and free Africans' to 'enslaved Africans and free people of color.' Change 'African and European settlers' to 'African and free people.'
8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.	

<p>8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina's Regulator Movement.</p>	<p>Change 'Compare' to 'Summarize.' Add the development of townships before SC Regulator Movement.</p>
<p><b>Standard Summary: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.</b></p>	<p><b>Recommendation(s) for Grade 8-1: Swap Indicators 8-1.4 and 8-1.5.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.	Delete 'South Carolina.'
8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.	Delete 'the response of South Carolina.'
8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.	Delete 'the roles of South Carolina.'
8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.	Delete 'South Carolinians.'
8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs.	Delete 'the role of South Carolina.'
8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.	Delete 'the role of South Carolinians.'
<b>Standard Summary: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation.</b>	

<b>Standard 8-3: The student will demonstrate an understanding of South Carolina's role in the development of the new national government.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state's economy.	
8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.	
8-3.3 Explain the basic principles of government as established in the United States Constitution.	
8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.	
<b>Standard Summary: The student will demonstrate an understanding of South Carolina's role in the development of the new national government.</b>	

<b>Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.	
8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.	
8-4.3 Analyze key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.	
8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states' rights and slavery and the ways that these arguments contributed to South Carolina's secession.	
8-4.5 Compare the military strategies of the North and the South during the Civil War and the fulfillment of these strategies in South Carolina and in the South as a whole, including the attack on Fort Sumter, the Union blockade of Charleston and other ports, the early capture of Port Royal, and the development of the Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.	

8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.	
<b>Standard Summary: The student will demonstrate an understanding of the multiple events that led to the Civil War.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	



<b>Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
8.5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.	
8-5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.	
8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.	
8-5.4 Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.	
8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.	

<p>8-5.6 Compare the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges.</p>	
<p>8-5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.</p>	
<p>8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women's suffrage; labor laws; and educational, agricultural, health, and governmental reform.</p>	
<p><b>Standard Summary: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<p><b>Standard 8-6: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.</b></p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>8-6.1 Explain the reasons for United States involvement in World War I and the war's impact on South Carolina and the nation as a whole, including the building of new military bases and the economic impact of emigration to industrial jobs in the North.</p>	
<p>8-6.2 Explain the causes and effects of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction caused by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literary Renaissance.</p>	
<p>8-6.3 Explain the reasons for depressed conditions in the textile mills and on farms in South Carolina and other regions of the United States in the 1920s and the impact of these conditions on the coming of the Great Depression.</p>	
<p>8-6.4 Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project.</p>	

<p>8-6.5 Compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<p><b>Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</b></p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>8-7.1 Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities.</p>	
<p>8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p>	
<p>8-7.3 Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA).</p>	

<p>8-7.4 Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.</b></p>	
<p><b>Summarize the strengths and weaknesses of standard.</b></p>	
<p><b>Overall Comments for Grade 8</b></p>	<p><b>Grade 8 should have a U S focus with S C history embedded as well as Civics</b></p>
	<p><b>Consider the We the People and iCivics resources</b></p>
	<p><b>Build a current events component across all grade levels</b></p>
	<p><b>Include economics skills across all grade levels</b></p>
<p><b>GRADE 8 - OVERALL COMMENTS</b></p>	<p><b>Why teach SC History? US History should be the focus.</b></p>

<b>HIGH SCHOOL-WORLD GEOGRAPHY (Elective)</b>	
<b>Standard WG-1: The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-1.1 Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).	
WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy).	Include latitude and longitude.
WG-1.3 Explain how physical environment and human characteristics can be used to organize a region and how regions change over time (e.g., from heavy manufacturing belts to "rust belts").	Include contemporary tools such as GPS, GIS, VGI, and Google Maps.
WG-1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).	
WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).	

<b>Standard WG-2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-2.1 Explain the ways in which Earth's physical systems and processes (the atmosphere, biosphere, hydrosphere, and lithosphere) are dynamic and interactive (e.g., conditions that cause changes in climate).	
WG-2.2 Explain how variability in Earth-Sun relationships affects Earth's physical processes over time (e.g., glaciation).	
WG-2.3 Infer the resulting change produced by a specific physical process operating on Earth's surface (e.g., the role of plate tectonics in mountain building).	Use 'Predict' instead of 'Infer the.'
WG-2.4 Explain how a physical event or process can influence an ecosystem in terms of its characteristics and its ability to withstand stress (e.g., the response of forest flora to a fire).	
WG-2.5 Infer how physical processes can cause change over time in the distribution and characteristics of ecosystems and biomes (e.g., how changes in temperature and moisture can drive desertification).	Use 'Explain how' instead of 'Infer how.'
WG-2.6 Evaluate ecosystems in terms of their biodiversity and productivity (e.g., how both characteristics vary across space and in their value to all living things).	



<p><b>Standard Summary:</b> The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.</p>	<p><b>Recommendation(s) for World Geography-2:</b> This Standard is Science based. Should it be moved to Science? Simplify wording of Standard WG-2.</p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard WG-3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-3.1 Evaluate demographic patterns to predict trends in the spatial distribution of population using graphs, maps, and other models (e.g., Hispanic population growth in the United States).	
WG-3.2 Analyze population issues and policies, including pro-natal and anti-natal policies of different countries and their effects on population characteristics (e.g., China's one-child policy).	
WG-3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).	
WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in population density, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).	
WG-3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).	Include forced refugees and volunteered migration.

<b>Standard Summary: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.</b>	<b>Recommendation(s) for WG-3: Simplify wording of standard.</b>
<b>Summarize the strengths and weaknesses of standard</b>	

<b>Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-4.1 Identify the characteristics of culture and the impacts of cultural beliefs on gender roles and the perception of race and ethnicity as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).	Replace 'Identify' with 'Explain.'" Emphasize cultural identifying and cultural names.
WG-4.2 Compare and contrast the consequences of differing cultural views of nature and the use of natural resources including the development of a built environment from a natural environment (e.g., the former Soviet Union's disregard for the environment).	
WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies.	Simply wording. Include Genocide (Turkey & Rwanda).
WG-4.4 Explain the spatial processes of cultural convergence (e.g., American-based fast-food franchises in the developing world).	
WG-4.5 Explain how a blending of cultures can alter cultural solidarity (e.g., the blurring sense of nationality stemming from the creation of the European Union).	
<b>Standard Summary: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.</b>	<b>Indicators WG-4.1 and WG-4.2 needs to be broken down.</b>

<b>Standard WG-5: The student will demonstrate an understanding of the role that geography plays in economic development.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-5.1 Summarize the changes in the spatial distribution and the patterns of production and consumption of selected goods and services as they vary from one region of the world to another (e.g., the manufacturing shift away from the United States).	Indicator needs to be broken down into two indicators.
WG-5.2 Classify and describe the spatial distribution of major economic systems, including traditional, command, and market economic systems (e.g., North Korea's command economy as opposed to Germany's market economy).	Change 'Classify' to 'Evaluate and compare/contrast.'
WG-5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).	Add supply and demand.
WG-5.4 Summarize the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., Singapore's deep-water ports and their locations relative to markets).	Simplify wording.
WG-5.5 Explain the consequences of the current global trade systems for economic and environmental sustainability in both importing and exporting countries (e.g., the impacts of overfishing on local ecosystems to meet foreign product demand).	Too broad. Needs to be more specific.

<p>WG-5.6 Explain the connection between the delivery of goods and services and the transportation and communications networks that are needed to provide them (e.g., the hub-and-spoke systems used by airfreight companies).</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the role that geography plays in economic development.</b></p>	<p><b>Recommendation(s) for WG-5: Standard and Indicators need to be clear and concise.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard WG-6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-6.1 Compare the changing functions, sizes, and spatial patterns of rural and urban regions (e.g., the concentration of shopping services in suburbs).	
WG-6.2 Explain how the structure of rural and urban places is impacted by economic, social, political, and environmental transitions, including gains or losses by industries and the outsourcing or offshoring of labor (e.g., the shift from textiles to automobile manufacturing in the American South).	Simplify. Break out into two Indicators.
WG-6.3 Explain how globalization has changed the function of cities (e.g., the role of technology that has reduced logistics related to distance).	
WG-6.4 Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).	Needs more clarity.
WG-6.5 Compare different urban models to explain the structures and patterns in cities that vary from one region to another (e.g., the spine in Latin American cities).	Needs more clarity with example.
WG-6.6 Summarize the physical and human impacts of emerging urban forms in the world (e.g., the environmental challenges posed by increasing urbanization and sprawl).	

<b>Standard Summary: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.</b>	<b>Recommendation(s) for WG-6: Needs more relevance and human connection.</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	



<b>Standard WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).	
WG-7.2 Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).	
WG-7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).	
WG-7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it (e.g., the natural-resource potential of Russia as opposed to its ability to protect its immense landmass from outside aggression).	
WG-7.5 Explain how a country's ambition to obtain foreign markets and resources can cause fractures and disruptions in the world (e.g., the energy needs of China in its emerging role in Africa).	
WG-7.6 Analyze how globalization affects different functions of citizenship (e.g., the need for only one passport for members of the European Union).	

<b>Standard WG-8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
WG-8.1 Evaluate the ways in which technology has expanded the human capability to modify the physical environment both locally and globally (e.g., the risks and benefits associated with how the petroleum industry uses offshore drilling).	
WG-8.2 Compare how human modification of the physical environment varies from one region to another and may require different human responses (e.g., the resettlement of Chinese villages in response to the Three Gorges Dam).	Needs clarity and simplification.
WG-8.3 Explain the ways in which individuals and societies mitigate the effects of hazards and adapt to them as part of their environment (e.g., the earthquake and subsequent nuclear disaster in Japan).	Needs clarity and simplification.
WG-8.4 Analyze the relationships between the spatial distribution of humans and resources (e.g., the positive and negative consequences of resource use as exemplified by the shrinking of the Aral Sea).	Needs clarity and simplification.
WG-8.5 Analyze policy decisions regarding the use of resources in different regions of the world, including how the demand for resources impacts economies, population distribution, and the environment.	Needs clarity and simplification.

<b>Standard Summary:</b> The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.	<b>Recommendation(s) for WG-8:</b> Simplify Standard by making it into two.
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Comments for World Geography</b>	<b>Earlier grades should have geography skills/content so prior knowledge could be built</b>
	<b>Map skills should be addressed</b>
	<b>Focus more on cultural identity, cultural norms, and content of culture</b>
	<b>Prioritize what has been identified as essential for all students to know, i.e., those standards that are most critical to learn</b>
	<b>Inquiry skills should be more prominent and not considered as optional; base them on C3</b>
	<b>Develop compelling questions as suggested by C3</b>

<b>WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD (Elective)</b>	
<b>Standard MWH-1: The student will demonstrate an understanding of the major factors that facilitated exchanges among groups of people and how exchanges influenced those people in the fourteenth and fifteenth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-1.1 Describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions.	Reword to: 'Explain the impact of the Crusades on the diffusion of people and goods between Europe, Asia and Africa during the 14th and 15th Centuries.'
MWH-1.2 Explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.	Reword to: 'Explain the impact of the Renaissance on culture (humanism, secularism and individualism), the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.'
MWH-1.3 Analyze the reasons for European interest in Africa, including the significance of the struggle between Muslim and Christian leaders in the Mediterranean and European interest in finding new trade routes to Asia.	Reword to: 'Analyze the reasons for European interest in Africa and Asia and European interest in finding new trade routes to Asia.'
MWH-1.4 Evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe.	
MWH-1.5 Explain how the development of banks in Europe influenced the transfer of goods throughout Europe.	

MWH-1.6 Evaluate the role the Ming emperors played in extending Chinese influence over East Asia.	
<b>Standard Summary: The student will demonstrate an understanding of the major factors that facilitated exchanges among groups of people and how exchanges influenced those people in the fourteenth and fifteenth centuries.</b>	<b>Recommendation(s) for MWH-1: Move Indicators MWH-1.4 and MWH-1.5 to MWH-1.2 and MWH-1.3.</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard MWH-2: The student will demonstrate an understanding of the benefits and costs of the growth of kingdoms into empires from the fourteenth through the sixteenth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH -2.1. Evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, the Americas, and Africa.	
MWH -2.2 Describe the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century.	
MWH -2.3 Explain the competition between European kingdoms for space and resources, including the Hundred Years' War between France and England, the rise of the Holy Roman Empire in Central Europe, and the response to Islam on the Iberian Peninsula.	
MWH -2.4 Analyze the influence of the Mughal empire on the development of India, including the influence of Persian culture and the Muslim religion on the Hindu culture.	Include the Safarid in Persia.
MWH -2.5 Evaluate the impact of the expansion of the Ottoman Empire into Eastern Europe.	
MWH -2.6 Describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and the slave trade.	

<p><b>Standard Summary:</b> The student will demonstrate an understanding of the benefits and costs of the growth of kingdoms into empires from the fourteenth through the sixteenth centuries.</p>	<p><b>Recommendation(s) for MWH-2:</b> Possible new Indicator: 'Describe the impact of the slave trade on social, cultural &amp; economics of Africa and the New World.'</p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard MWH-3: The student will demonstrate an understanding of the impact of religious movements throughout the world in the fourteenth through the sixteenth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-3.1 Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.	Add 'Europe, and the diffusion of Protestant throughout Europe.'
MWH-3.2 Evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the conflict between the nobility of the Holy Roman Empire and the Hapsburg emperors, the creation of the Church of England, and the dynastic and religious competition in France.	Include Religious wars
MWH-3.3 Explain the role of Islam on the cultures of the Middle East, North Africa, and Asia, including its methods of expansion, its impact on religious diversity, and reactions to its expansion.	
MWH-3.4 Explain the role of Buddhism and its impact on the cultures throughout East and Southeast Asia, including Buddhism's basic tenets, the impact of the local rulers on religious conversion, and the religion's enduring traditions.	
MWH-3.5 Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.	



MWH-3.6 Analyze various indigenous religions practiced in Africa and the Americas and their impact on the culture of the region, including animism and polytheism.	
<b>Standard Summary: The student will demonstrate an understanding of the impact of religious movements throughout the world in the fourteenth through the sixteenth centuries.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard MWH-4: The student will demonstrate an understanding of the conflicts of the seventeenth and eighteenth centuries in Europe, America, Africa, and Asia.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-4.1 Explain the changing boundaries in Europe and Asia as a result of the competition between nation-states during the seventeenth and eighteenth centuries.	
MWH-4.2 Explain the changes in European overseas empires during this period, including the waning of the Spanish and Portuguese empires and the struggle between empires and colonists.	
MWH-4.3 Explain the similarities between the Qin and Ming dynasties in China, including foreign relations, culture, and economic practices.	Correction: 'Qing' not 'Qin.'
MWH-4.4 Evaluate the success of the Ming dynasty in sustaining a prosperous Chinese empire and strengthening Chinese hegemony in Asia.	
MWH-4.5 Analyze the factors that contributed to the collapse of the Mughal empire in India, including the role of religious intolerance.	
MWH-4.6 Analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries.	
MWH-4.7 Explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade.	

<b>Standard MWH-5: The student will demonstrate an understanding of the influence of ideas and technology on the development of nation-states and empires in the sixteenth through the nineteenth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-5.1 Explain how the scientific revolution in Europe led to the questioning of orthodox ideas.	
MWH-5.2 Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.	Add: 'such as absolutism.'
MWH-5.3 Identify the major technological and social characteristics of the Industrial Revolution.	Add: 'economic.'
MWH-5.4 Analyze the relationship between the expanding world market economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations.	
MWH-5.5 Compare capitalism with other forms of political and economic ideologies, including socialism, communism, and anarchism.	
MWH-5.6 Analyze Asia's relationship with European states through 1800, including Japan's policy of limiting contacts with foreigners.	
<b>Standard Summary: The student will demonstrate an understanding of the influence of ideas and technology on the development of nation-states and empires in the sixteenth through the nineteenth centuries.</b>	

<b>Standard MWH-6: The student will demonstrate an understanding of the creation of nation- states in Europe and the struggle by non-European nations to gain and/or maintain sovereignty.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-6.1 Explain the impact of English political institutions and attitudes on their North American colonies, and the American Revolution.	
MWH-6.2 Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century South American rebellions.	Add the impact of Napoleon's Empire and the Congress of Vienna.
MWH-6.3 Analyze various movements for individual rights, including worldwide abolitionism, the end of slave trade movements in England and Latin America, the liberation of serfs in Russia, and the growing movement for women's rights.	
MWH-6.4 Explain the causes of the revolutions of 1820, 1830, and 1848 and the reasons why these revolutions failed to achieve nationalist and democratic objectives.	Emphasize 1848.
MWH-6.5 Analyze the successes and limitations of movements for national unity, including the unification of Germany and Italy and the American Civil War.	
MWH-6.6 Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.	

<p>MWH-6.7 Explain the causes of the Russian Revolution of 1917, including the reasons that the revolutionary government progressed from moderate to radical.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the creation of nation- states in Europe and the struggle by non-European nations to gain and/or maintain sovereignty.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard MWH-7: The student will demonstrate an understanding of the causes and consequences of global warfare in the first half of the twentieth century.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-7.1 Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, social class, militarism, and imperialism as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars.	
MWH-7.2 Analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s and 1930s contributed to the renewal of international hostilities in the years leading to World War II.	Include the rise of Fascism and Totalitarian.
MWH-7.3 Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.	Reword: Change 'isolationism' to 'isolationism to intervention.'
MWH-7.4 Explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II.	
MWH-7.5 Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.	Include Latin America in the list.

<p><b>Standard Summary:</b> The student will demonstrate an understanding of the causes and consequences of global warfare in the first half of the twentieth century.</p>	<p><b>Recommendation(s) for MWH-7:</b> Major weakness is the combination of WWI and WWII. Separate into two Indicators by wars or time periods.</p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard MWH-8: The student will demonstrate an understanding of the causes and consequences of decolonization in the second half of the twentieth century and the beginning of the twenty-first century.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
MWH-8.1 Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.	
MWH-8.2 Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the Organization of American States).	
MWH-8.3 Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.	
MWH-8.4 Describe the diffusion of aspects of popular cultures, including music, film, art forms, and foodways.	
MWH-8.5 Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.	Add Latin America.



MWH-8.6 Analyze the impact that the collapse of the Soviet Union and communist governments in Eastern Europe had on the people and geopolitics of Eurasia, including the balkanization of Yugoslavia, the reunification of Germany, and the creation of the new republics in Central Asia.	Add specific conflicts in Indicator MWH-8.6.
MWH-8.7 Evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges.	
<b>Standard Summary: The student will demonstrate an understanding of the causes and consequences of decolonization in the second half of the twentieth century and the beginning of the twenty-first century.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Comments for World History</b>	<b>Chronology is not accurate in first standards</b>
	<b>Latin American is not covered as much as it could be</b>
	<b>Standards should be more specific</b>
	<b>Find a way to include the inquiry standards throughout the content standards</b>

<b>UNITED STATES HISTORY AND THE CONSTITUTION (Required)</b>	
<b>Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.	Consider 'Compare and contrast' instead of 'Summarize.' 1492-1607 is not included and leaves out Native Americans.
USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.	Divide into two Indicators. Second Indicator begins, 'Conflict between the colonial legislatures...' Include French and Indian
USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.	Include relationship with France.
USHC-1.4 Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.	

<p>USHC-1.5 Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.</p>	<p>Add State's Rights.</p>
<p>USHC-1.6 Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.</p>	
<p>USHC-1.7 Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in Marbury v. Madison and the impact of political party affiliation on the Court.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.</b></p>	<p><b>Recommendation(s) for USHC-1: Consider combining USHC-1.1 and USHC-1.3 Consider combining USHC-1.4 and USHC-1.7</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-2.1 Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.	Separate into two Indicators.
USHC-2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.	Explain how world events at this time impact what is happening in the United States.
USHC-2.3 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.	
USHC-2.4 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.	Move USHC-2 to USHC-3 to help set the stage for the Civil War.

<p><b>Standard Summary:</b> The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.</p>	<p><b>Recommendation(s) for USHC-2:</b> Narrow view of this time period. Place emphasis on Jacksonian period to accompany Westward Expansion.</p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states' rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.	
USHC-3.2 Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.	Consider separating Indicator USHC-3.2. 1. The Civil War, 2. To deal with slavery and politics, and 3. To deal with the end of the war and its legacy.
USHC-3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.	

<p>USHC-3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.</p>	
<p>USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.</p>	<p>Why is Marcus Garvey and Black Nationalism excluded?</p>
<p><b>Standard Summary: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.</b></p>	<p><b>Recommendation(s) for USHC-3: Consider consolidation USHC-3.3 and USHC-3.4. Consider the legacy of the Civil War.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.	
USHC-4.2 Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.	
USHC-4.3 Evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies.	Focus on entrepreneurs (i.e., Rockefeller, Carnegie.)



<p>USHC-4.4 Explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.</p>	<p>Focus on Labor and Populist Movement.</p>
<p>USHC-4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.</p>	<p>Make connections between past and present, such as immigration problems.</p>
<p>USHC-4.6 Compare the accomplishments and limitations of the women's suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.</p>	
<p><b>Standard Summary: Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.</b></p>	<p><b>Recommendation(s) for USHC-4: Consider dividing the concepts into two standards.</b>  <b>A) Western Expansion</b>  <b>B) Populism/Progression</b>  <b>Indicators are not set up to evaluate the impact of entrepreneurship.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-5.1 Analyze the development of American expansionism, including the change from isolationism to intervention and the rationales for imperialism based on Social Darwinism, expanding capitalism, and domestic tensions.	
USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.	
USHC-5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.	

<p>USHC-5.4 Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.</p>	<p>Include analysis of primary source such as Wilson's 14 points.  Assess the weakness of the League of Nations.  Include analysis of African-American role in WWI.</p>
<p>USHC-5.5 Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate's refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.</p>	<p>Consider adding specifics, i.e., Davis Plan.</p>
<p><b>Standard Summary: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-6.1 Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.	
USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.	Revisit impact of Jim Crow laws and other examples of discrimination.
USHC-6.3 Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.	

<p>USHC-6.4 Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	<p><b>Recommendation(s) for USHC-6: Consider separating USHC-6.1 and USHC-6.2 by technology and culture.</b></p>

<b>Standard USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-7.1 Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.	
USHC-7.2 Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.	
USHC-7.3 Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.	Need clarity about which military campaigns and battles are eligible for assessment.
USHC-7.4 Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.	Include creation of United Nations. Make sure there is a clear link before Holocaust, Israel and US policies.
USHC-7.5 Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the "Red Scare" and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.	

<p>USHC-7.6 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.</p>	<p>USHC-7.6 aligns with USHC-8.1, 8.2 and 8.4 for domestic policy standard. Include Watergate.</p>
<p><b>Standard Summary: The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.</b></p>	<p><b>Recommendation(s) for USHC-7: Consider combining Indicators USHC-7.5 and USHC-8.3 on the Cold War. Consider combining Standards USHC-7.1, USHC-7.2, USHC-7.3 and USHC-7.4 as one Standard.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.	More guidance and specificity needed. Include Johnson's Civil Rights as needed.
USHC-8.2 Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.	
USHC-8.3 Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.	
USHC-8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.	



<p>USHC-8.5 Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.</p>	<p>Change '25 years' to '30 years.' Focus on trade agreements and globalization.</p>
<p>USHC-8.6 Summarize America's role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.</p>	<p>Specificity needed. Change 'expansion of European Union' to 'US relationship with Europe and the world.'</p>
<p><b>Standard Summary: The student will demonstrate an understanding of social, economic and political issues in contemporary America.</b></p>	<p><b>Recommendation(s) for USHC-8: Consider rewording Indicators USHC-8.5 and USHC-8.6 to include additional Indicators given the content.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	
<p><b>Overall Comments for U S History</b></p>	<p>Consider survey course in U S History in grade 7; Chunk standards 1, 7 and 8; Include inquiry standards in the support document; greater diversity; consider adding compelling and supporting question to frame the standards and support an inquiry-based approach to teaching; consider 4-5 mandatory units that all students would be required to know and then 4-5 optional units; course is too broad, may be focus on 20th Century; see New York and Utah's standards framework; follow the C3 framework for questioning</p>

<b>ECONOMICS (Required)</b>	
<b>Standard ECON-1: The student will demonstrate an understanding of how scarcity and choice impact the decisions of families, businesses, communities, and nations.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
ECON-1.1 Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.	Delete 'additional benefits' and add 'marginal benefits.' Delete 'additional cost' and add 'opportunity cost and utility.'
ECON-1.2 Explain why the productive resources of land, labor, and capital are limited.	Add 'production possibilities frontier' to list.
ECON-1.3 Apply the concept that people respond to positive and negative incentives to past and current economic decisions.	Consider deleting ECON-1.3. Maybe duplicative.
<b>Standard Summary: The student will demonstrate an understanding of how scarcity and choice impact the decisions of families, businesses, communities, and nations.</b>	
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard ECON-2: The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
ECON-2.1 Illustrate how markets are created when voluntary exchanges occur between buyers and sellers.	Change to: 'Explain the characteristics of market and command economy systems.'
ECON-2.2 Explain how efficient markets allocate goods, services, and the factors of production in a market-based economy.	
ECON-2.3 Illustrate how competition among sellers lowers costs and prices.	Lacks specificity. Insert supply and demand
ECON-2.4 Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.	
ECON-2.5 Explain how business cycles, market conditions, government policies, and inequalities affect the living standards of individuals and other economic entities.	Delete 'business cycles' and add to Standard ECON-3. List specific inequalities.
ECON-2.6 Explain how market power enables some market structures to affect their situations to varying degrees and to use this market power to increase prices and reduce output.	Change to: 'Evaluate market structures and how they affect situations to manipulate supply and demand.'
<b>Standard Summary: The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.</b>	<b>Recommendation(s) for ECON-2: Combine Indicators ECON-2.2 and ECON-2.4. Reword Standard ECON-2 to: 'The student will demonstrate an understanding of how markets command economies and facilitate exchange and how market regulation costs both consumers and producers.'</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard ECON-3: The student will demonstrate an understanding of how government policies, business cycles, inflation, deflation, savings rates, and employment affect all economic entities.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
ECON-3.1 Explain that institutions in a market economy help individuals and groups accomplish their goals.	Specify the institutions.
ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.	Is this a duplication of ECON-2.8?
ECON-3.3 Explain how real interest rates adjust savings with borrowing, thus affecting the allocation of scarce resources between present and future users.	
ECON-3.4 Use a circular flow diagram to explain how changes in economic activity affect households and businesses.	Include Indicator ECON-3.4 in Indicator ECON-3.1.
ECON-3.5 Explain how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity.	Rewrite Indicator to read: 'Evaluate how the fiscal policy of the federal government regulate the American economy in order to provide economic security, full employment, taxes, and economic equality.'
ECON-3.6 Explain how economic indicators are used to evaluate changes in economic activity.	List indicators such as GDP/GNP, unemployment and inflation.
ECON-3.7 Illustrate the relationships among business cycles and unemployment, growth, price levels, wage rates, and investment.	Change 'Illustrate' to 'Evaluate relationships.'
ECON-3.8 Explain how the Federal Reserve regulates the amount of cash that banks can acquire and retain and therefore helps to provide a foundation for economic stability.	Reword: 'Evaluate the relationship between the business cycle and unemployment, GDP, etc.'

<p>ECON-3.9 Exemplify how government, in a market economy, provides for services that private markets fail to provide and thus the costs of government policies often exceed benefits.</p>	<p>Reword: '..in a market economy' to 'in a market-mixed economy.'</p>
<p><b>Standard Summary: The student will demonstrate an understanding of how government policies, business cycles, inflation, deflation, savings rates, and employment affect all economic entities.</b></p>	<p><b>Recommendation(s) for ECON-3: Delete ECON-3.3 or add to ECON-3.8. Standard ECON-3 is very specific. Consider a broader range. Look at resequencing the Indicators for a logical flow.</b></p>
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard ECON-4: The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
ECON-4.1 Summarize how differing factor endowments-such as geography, the development of technology, and the abundance of labor-affect the goods and services in which a nation specializes.	
ECON-4.2 Explain how the United States specializes in the production of those goods and services in which it has a comparative advantage.	Change 'United States' to 'nations.'
ECON-4.3 Explain how the rise of a global marketplace contributes to the well-being of all societies but the benefits derived from globalization are unequal.	
ECON-4.4 Explain how a global marketplace influences domestic labor markets, wage rates, unemployment levels, and disparities in earning potentials.	
<b>Standard Summary: The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.</b>	<b>Recommendation(s) for ECON-4: Add another Indicator related to barriers to trade such as tariffs, quotas, etc. and their impact on consumer choice.</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	

<b>Standard ECON-5: The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.	Reword to include "...acquisition of debt, saving and investing can impact future income.'
ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.	
ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.	
<b>Standard Summary: The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.</b>	<b>Recommendation(s) for ECON-5: Indicators ECON-5.2 and ECON-5.3 are similar indicators.</b> <b>Ideas for additional Indicators:</b> <b>1. Taxes and how they impact a paycheck.</b> <b>2. How choices make an impact on long-range earning potential.</b> <b>3. Net and gross pay.</b> <b>4. Deductions from pay-taxes, etc.</b> <b>5. Impact of taxes.</b>
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Comments for Economics</b>	<b>Add a support document for Economics</b>
	<b>Standards 1,2 and 3 need significant revision</b>
	<b>Standard 5 should have a greater focus on personal finance</b>

<b>UNITED STATES GOVERNMENT (Required)</b>	
<b>Standard USG-1: The student will demonstrate an understanding of foundational political theory, concepts, and application.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USG-1.1 Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.	Include what the purpose of government is: balance between individual freedom and societal control. Consider splitting USG-1.1 in to two Indicators.
USG-1.2 Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.	
USG-1.3 Evaluate the role and relationship of the citizen to government in democratic, republican, authoritarian, and totalitarian systems.	
USG-1.4 Analyze the institutional and organizational structure of government that allows it to carry out its purpose and function effectively, including the branches of government and legitimate bureaucratic institutions.	
USG-1.5 Evaluate limited government and unlimited government with regard to governance, including rule of law, the role of constitutions, civil rights, political freedom, economic freedom, and the ability of citizens to impact or influence the governing process.	



<p>USG-1.6 Evaluate the organization of government in confederal, federal, and unitary systems, including the distribution of power and the advantages and disadvantages of each system.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of foundational political theory, concepts, and application.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<p><b>Standard USG-2: The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.</b></p>	
<p><b>Indicators</b></p>	<p><b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b></p>
<p><b>The student will:</b></p>	
<p>USG-2.1 Summarize core principles of United States government, including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self- government.</p>	<p>Compare USG-2.1 with USG-3.1. May be redundant.</p>
<p>USG-2.2 Analyze developmental influences on the core political principles of American government, including Greek democracy, Roman republicanism, the Judeo- Christian heritage, and the European philosophers John Locke, Charles de Montesquieu, and William Blackstone.</p>	
<p>USG-2.3 Analyze the British heritage that fostered development of the core political principles of American government, including the Magna Carta, the Petition of Right (1628), the Glorious Revolution, the English Bill of Rights, and the Mayflower Compact.</p>	
<p>USG-2.4 Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, the Articles of Confederation, state constitutions, the United States Constitution, The Federalist papers, and the Bill of Rights.</p>	

<p>USG-2.5 Evaluate significant American historical documents in relation to the application of core principles (e.g., the Virginia and Kentucky Resolutions, the Ordinance of Nullification, the Seneca Falls Declaration, the Emancipation Proclamation, Martin Luther King Jr.'s "Letter from a Birmingham Jail"), the eleventh through the twenty- seventh amendments to the Constitution, and critical Supreme Court cases.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USG-3: The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.	Compare USG-3.1 with USG-2.1. May be redundant.
USG-3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.	
USG-3.3 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, and reserved powers; the meaning of the ninth and tenth amendments; the principle of states' rights; the promotion of limited government; the protection of individual rights; and the potential for conflict among the levels of government.	

<p>USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state constitutions, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.</p>	
<p><b>Standard Summary: The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.</b></p>	
<p><b>Summarize the strengths and weaknesses for this standard.</b></p>	

<b>Standard USG-4: The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.</b>	
<b>Indicators</b>	<b>Review each Indicator based on its Comprehensiveness, Rigor, and Organization/Communication. Indicate strengths and weaknesses in the blanks below.</b>
<b>The student will:</b>	
USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.	
USG-4.2 Analyze the process of political socialization and its relation to political participation.	
USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.	
USG-4.4 Analyze the process through which citizens monitor and influence public policy, including political parties, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.	
USG-4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.	
USG-4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.	

<b>Standard Summary:</b> The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.	
<b>Summarize the strengths and weaknesses for this standard.</b>	
<b>Overall Comments for Government</b>	<b>Consolidate standards</b>
	<b>Align 2.1 and 3.1 in Government with U. S. History standards; use same terminology</b>
	<b>Students should know Articles of Confederation</b>
	<b>Review structure of Virginia’s Government standards</b>





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