

Founding Principles Report 2019

This report is broken up into sections as follows:

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Section I – Founding Principles Act

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, TO ENACT THE "SOUTH CAROLINA FOUNDING PRINCIPLES ACT" BY ADDING SECTION 59-29-155 SO AS TO PROVIDE THE STATE BOARD OF EDUCATION AND EDUCATION OVERSIGHT COMMITTEE SHALL INCORPORATE INSTRUCTION ON CERTAIN FOUNDING PRINCIPLES OF THE UNITED STATES INTO REQUIRED STUDIES OF THE UNITED STATES CONSTITUTION AND THE SOUTH CAROLINA SOCIAL STUDIES STANDARDS, TO SPECIFY CERTAIN MINIMUM CONTENT REQUIREMENTS, TO PROVIDE THE STATE DEPARTMENT OF EDUCATION BIENNIALLY SHALL REPORT ON THE IMPLEMENTATION OF THIS ACT TO THE GENERAL ASSEMBLY, AND TO PROVIDE THE DEPARTMENT SHALL OFFER PROFESSIONAL DEVELOPMENT OPPORTUNITIES REGARDING FOUNDING PRINCIPLES INSTRUCTION TO TEACHERS.

Whereas, the United States of America is currently celebrating the 239th year of its independence and the 228th year of its people living free under the United States Constitution, the greatest governing principles ever written; and

Whereas, it is the obligation and responsibility of every United States citizen to understand the importance of the Declaration of Independence, the Constitution, the Federalist Papers, and other documents that set forth and explain the principles of federalism, a governing system whereby the states and the federal government share responsibility for governing, and understand the rights of the people to private property, due process, and other inalienable rights; and

Whereas, the Tenth Amendment to the United States Constitution provides that "[t]he powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the State respectively, or to the people"; and

Whereas, the preservation of our great nation depends on strict adherence to the Tenth Amendment and other principles that protect the states and the people from overzealous acts of all branches of the federal government; and

Whereas, many preeminent legal scholars and jurists, including Justice Sandra Day O'Connor, have observed that "Congress will nibble away at state sovereignty, bit by bit, until someday essentially nothing is left but a gutted shell"; and

Whereas, understanding the proper role and the limitations of government have been a recurring issue for our courts throughout the history of our nation; and

Whereas, every state has constitutional requirements for the education of the children of the state; and

Whereas, many states recognize the importance of complying with its constitutional mandate of education by enacting laws that require graduating students to have a working knowledge of this country's Founding Principles; and

Whereas, as stated by Patrick Henry, "No free government, or the blessings of liberty, can be preserved to any people [but] by a frequent recurrence to fundamental principles"; and

Whereas, educating our children on the Founding Principles of our nation is crucial to the continuance of our free Republic. Now, therefore,

Be it enacted by the General Assembly of the State of South Carolina:

Citation

SECTION 1. This act is known and may be cited as the "South Carolina Founding Principles Act".

Founding principles instruction required, reporting requirements, professional development

SECTION 2. Article 1, Chapter 29, Title 59 of the 1976 Code is amended by adding:

"Section 59-29-155. (A) The State Board of Education and Education Oversight Committee shall incorporate instruction on the founding principles that shaped the United States into the required study of the United States Constitution as provided in Section 59-29-120, and the South Carolina Social Studies Standards upon the next cyclical review. The board and committee shall include, at a minimum, the Federalist Papers and instruction on the structure of government and the role of the separation of powers and the freedoms guaranteed by the Bill of Rights to the United States Constitution.

(B) The State Department of Education biennially shall submit a report by October fifteenth of each odd-numbered year, commencing in 2017, to the Senate Education Committee and the House Education and Public Works Committee documenting the implementation of this section.

(C) The State Department of Education shall make available professional development opportunities to teachers regarding subsection (A) by physical or electronic means."

Time effective

SECTION 3. This act takes effect upon approval by the Governor.

Ratified the 24th day of May, 2016.

Approved the 26th day of May, 2016.

Section II -Founding Principles specifically mentioned in the 2020 South Carolina Social Studies College- and Career- Ready Standards

The requirements of Sections 59-29-120 on the United States Constitution and 59-29-155 on Founding Principles were included in the 2020 South Carolina Social Studies College- and Career- Ready Standards. The following standards and indicators present *specific* opportunities for student learning of them:

1.CG.2 Describe the basic purpose, structure, and functions of South Carolina’s government at both the local and state level. This indicator was developed to encourage inquiry into the hierarchy of local and state government, how they work together, and the basic responsibilities they have for the people of South Carolina.

1.CG.3 Demonstrate ways to display active and responsible citizenship in local and state government. This indicator was designed to promote inquiry into how to be an active citizen. The indicator was also developed to encourage inquiry through examples of citizenship within one’s school, the community, and at the state level.

2 CG.3 Analyze how the rights granted to U. S. citizens are outlined in the First Amendment to the Constitution. This indicator was developed to encourage inquiry into the rights that are granted under the First Amendment and how these individual freedoms help form the framework of our society.

4.1.P Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.

4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain. This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.

4.2.P Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.

4.2.CX Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.

4.2.CC Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.

4.5.CE Analyze the impact of federal legislation on the South during Reconstruction. This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.

4.5.CX Contextualize the economic, labor, political, and social conditions in South Carolina during the period of Reconstruction. This indicator was developed to promote inquiry into South Carolina's unique experience, to include the Port Royal Experiment and the adoption of the state Constitution of 1868.

4.5.CC Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction. This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.

5.2.P Summarize how the role of the federal government expanded during the period. This indicator was developed to promote inquiry into how wartime government activities, the Progressive Movement, and the New Deal represented an expansion of federal power, including attempts to protect citizens.

5.2.CC Examine the continuities and changes that resulted from New Deal programs and the impact these programs had on various groups throughout the U. S. and South Carolina. This indicator was developed to promote inquiry into how the role of the government expanded during the Great Depression through the implementation of government programs. The indicator encourages inquiry into New Deal programs such as the Federal Deposit Insurance Corporation, Civilian Conservation Corps, Social Security Administration, Securities and Exchange Commission, and Tennessee Valley Authority.

5.4.CO Compare and contrast the capitalist and communist ideologies. This indicator was developed to promote inquiry into how the lifestyles of those living in capitalist countries differed from those living in communist countries. This indicator was also designed to promote inquiry into how the rights of citizens differed in capitalist and communist countries.

5.4.P Summarize the economic, political, and social changes in the U. S. after World War II. This indicator was developed to promote inquiry into how social changes such as suburbanization, the Servicemen's Readjustment Act of 1944 (i.e., G.I. Bill), and the move to desegregation affected life in America.

5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of *Briggs v. Elliott* and *Brown v. Board of Education*. This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of *Brown v. Board of Education*. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.

6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.

6.4.CO: Compare the political revolutions which resulted from the Enlightenment. This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.

6.5.CO Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and 21st centuries. This indicator was developed to encourage inquiry into the changes in human rights and social hierarchies. This indicator also prompts inquiry into the Women’s Suffrage Movement, the Civil Rights Movement, the independence movements in Africa, Asia, and India, and the end of Apartheid in South Africa.

8.2.CO: Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.

8.2.P: Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.

8.2.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

8.3.CO: Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.

8.3.P: Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina. This indicator was developed to encourage inquiry into the changes that served as a catalyst for Reconstruction. The indicator was also designed to promote inquiry into how these actions affected the economic, political, and social conditions in the South.

8.5.CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as *Briggs v. Elliot* and *Flemming v. South Carolina Electric and Gas*. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.

MWH.2.CO Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies. This indicator was developed to encourage inquiry into political philosophies including monarchies, constitutional governments, autocracies, and democracies, and their impact on global affairs during the age of commerce, expansion, and innovation.

MWH.2.CE: Summarize how major world revolutions created new global affairs and interactions. This indicator was developed to encourage inquiry into the causes of the new American democratic political institutions of the 18th century and their subsequent impact on the various political revolutions and institutions throughout the western hemisphere during the 19th century.

MWH.2.P: Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765–1815. This indicator was developed to encourage inquiry into the European Enlightenment, and how the ideas of the Enlightenment led to the British, American, French, Haitian, and Latin American Revolutions.

MWH.2.CX: Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations. This indicator was developed to encourage inquiry into the revolutionary events, scientific and political innovators, and the philosophies surrounding the Scientific Revolution, the Enlightenment, and the Protestant Reformation in Europe.

USHC.1.CO: Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis. This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government. This indicator was written to encourage inquiry into how these differences prompted the thirteen colonies to see themselves as exceptionally American by 1754.

USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791. This indicator was developed to encourage inquiry into the relative causes and effects of the American Revolution through an analysis of the political and social progression of colonial desires for reform to colonial desires for independence. In addition, this indicator encourages inquiry into the impact of early founding documents such as the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist Papers and the Bill of Rights.

USHC.1.P: Summarize the changing relationship between individuals and the government during the period 1607–1800. This indicator was developed to encourage inquiry into how the concept of federalism took hold in the early United States. In addition, this indicator promotes inquiry into the progression from a nation skeptical of a strong central government to a nation accepting of a division of power between the states and federal government.

USHC.1.CC: Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789–1815. This indicator was developed to encourage inquiry into the continued debates over the role of the federal government in the affairs of states and citizens as evidenced in the development of the two party system. In addition, this indicator supports inquiry into the relationship of the United States with Europe and Native Americans in the west.

USHC.1.E: Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.

USHC.2.CX: Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830–1877. This indicator was developed to encourage inquiry into how events such as the Indian Removal Act, the Civil War, and Reconstruction prompted examination of the federal government's role in protecting natural rights. In addition, this indicator supports inquiry into instances where disputes arose over the power of the federal government over state governments.

USG.1.ER Analyze the philosophical influences on core political principles in the American constitutional democracy. This indicator was developed to encourage inquiry into the historical and philosophical origins of American government and the purpose of government in a democracy. This includes inquiry into the legacies of Greek democracy and Roman republicanism, as well as the impact of Enlightenment thinkers on the formation of America's constitutional democracy.

USG.1.IN Interpret founding documents and principles that led to the creation of the American constitutional democracy. This indicator was developed to encourage inquiry into the historical and philosophical origins of the American constitutional government presented in the Founding Documents, which provide the structure and framework on which the nation is governed. This indicator also encourages inquiry into the ideas that influenced the Framers of the Constitution and their contributions to the creation of the Constitution.

USG.1.CC Analyze the major debates and compromises underlying the formation and ratification of the Constitution. This indicator was developed to encourage inquiry into the crucial events and conflicts that led to the ratification of the United States Constitution. This indicator also encourages inquiry into the major debates and compromises at the Constitutional Convention and how economic, political, and social goals impacted the formation of the new government.

USG.1.IP Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations. This indicator was developed to encourage inquiry into how the American idea of constitutional government has distinctively shaped American society. Further inquiry into this indicator focuses on the extent to which the Constitution is a living document, capable of being altered over time as needed, and how these changes may personally impact students.

USG.2.ER: Explain the authority, organization, purposes, and responsibilities of the three branches of government as enumerated in Articles I–III in the Constitution. This indicator was developed to encourage inquiry into the formal and informal structure, roles, and operations of the legislative, executive, and judicial branches of the national government, including the specific powers of each branch. Additionally, this indicator promotes inquiry into the extent to which the three branches are interdependent

USG.2.IN: Analyze how power and responsibility are distributed, shared, and limited in the American constitutional government. This indicator was developed to encourage inquiry into how the principles of American democracy are reflected in the Constitution and the Bill of Rights, as well as in the organization and actions of federal, state, and local governmental entities. Further inquiry encourages discourse on how the interpretation and application of American democratic principles continue to evolve over time.

USG.2.CC: Explain how governments in South Carolina are organized and how they function in the American constitutional government. This indicator was developed to encourage inquiry into how state and local governments are organized and how they function under the American constitutional government. This indicator encourages further inquiry into how federalism provides for several levels of government supported by many state and local officials.

USG.2.IP: Synthesize why the rule of law has a central place in American society and the impact it has on the American political system. This indicator was developed to encourage inquiry into how the U.S. Constitution shapes the actions of governments and politics, draws its authority from the people, and defines the extent and limits of government power and the rights of citizens. This indicator also promotes inquiry into the reasons particular laws have been passed and the role of the federal and state judiciary system to resolve arising controversies.

USG.3.ER: Describe the policy making process in the American constitutional government. This indicator was developed to encourage inquiry into public policy as a result of interactions among various stakeholders, institutions, and processes. This indicator also promotes inquiry into how public policy is made at all levels of government and how investigations of these policy networks in domestic, economic, and foreign policy shows relationships to federalism, the impact of interest groups, parties, and elections.

USG.3.IN: Interpret how American political beliefs are shaped by the founding principles, core values, and changing demographics of America, and how those beliefs led to the creation of ideological trends which affect public policy over time. This indicator was developed to encourage inquiry into the variety of beliefs that individual citizens hold about their government, their leaders, and the United States political system in general and how those beliefs are formed and evolve over time. The indicator also promotes inquiry into how citizen beliefs about government are shaped by a variety of factors and ultimately leads to political ideologies that shape and influence public debates and choices in the American constitutional government.

USG.3.CC: Investigate the role of linkage institutions (i.e. media, interest groups, political parties), and explain how they shape public agenda and opinion. This indicator was developed to encourage inquiry into the organizations and mechanisms that allow citizens to indirectly

organize and communicate their interests and concerns which influence the public agenda and public policy.

USG.3.IP: Explain how the electoral process works in federal elections and the effects those elections have on U.S. government. This indicator was developed to encourage inquiry into how to gauge the fairness and effectiveness of the electoral process in the U.S. and the outcomes elections have on the U.S. government. This indicator was also developed to prompt inquiry into the historic struggles over the extension of suffrage and the impact of federal policies on campaigning and electoral rules.

USG.4.ER: Describe the criteria and process for immigration to and citizenship in the U.S., and explain how the U.S. has expanded and limited the concept of citizenship over time. This indicator was developed to encourage inquiry into how individuals become citizens in the U.S. and how the U.S. has expanded and limited citizenship over time. Further, examination promotes inquiry into the rights and responsibilities held by citizens of the U.S.

USG.4.IN: Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other. This indicator was developed to encourage inquiry into the rights the Constitution protects and the responsibilities citizens have through active participation to ensure those rights for themselves and future generations. This indicator also promotes inquiry into how the Constitution of the United States, Bill of Rights, and additional amendments emphasize liberty and individual rights and how these rights often conflict with each other.

USG.4.CC: Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society's opportunities and public facilities. This indicator was developed to encourage inquiry into how individual rights have evolved through social movements, constitutional provisions, and landmark legislation. Further investigation prompts inquiry into how marginalized Americans have struggled and continue to push for equality and expanded rights.

USG.4.IP: Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels. This indicator was developed to encourage inquiry into the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society. This indicator also promotes inquiry into the function of civic participation in addressing public issues and the importance of discussing issues and making judgements with balanced information, evidence, civility, respect, and fairness.

Section III – List of indicators in the 2020 South Carolina Social Studies College- and Career-Ready Standards in which Founding Principles are not explicitly referenced but can be highlighted in teacher-created lessons.

The following standards and indicators present *opportunities* for educators to embed founding principles into their instruction to impact the student learning of them:

K.H.3 Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts. This indicator was developed to encourage inquiry into what one can learn about the world by identifying and utilizing primary sources.

K.CG.1 Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions. This indicator was developed to encourage inquiry into diversity within the classroom and community. Further, inquiry promotes identifying civic dispositions (e.g., compassion, cooperation, empathy, honesty, and respect) that are already exhibited in the classroom setting and can be used for problem solving in the future.

K.CG.2 Explain the purpose of rules and laws, and discuss consequences of breaking them. This indicator was developed to encourage inquiry into identifying rules and laws in the classroom, home, and the community and how these rules are necessary for safety.

K.CG.3 Establish and practice classroom rules and procedures for listening and responding appropriately to others. This indicator was developed to encourage inquiry into identifying civic dispositions (e.g., compassion, cooperation, empathy, honesty, and respect). Further, inquiry promotes the discussion of rules already in place, the creation of rules, and habits needed for civil discourse.

K.CG.4 Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions. This indicator was developed to encourage inquiry into identifying real world classroom or school problems and practice a hands-on approach when finding solutions. This practice furthers inquiry through civic dispositions necessary when working with others.

1.H.2 Identify a current event in South Carolina and make predictions about possible outcomes. This indicator was developed to encourage inquiry into the causes and effects of current events specific to South Carolina, such as a recent weather experience or a new law. This promotes further inquiry into how events have affected their own lives and community.

1.H.3 Identify different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts. This indicator was developed to encourage inquiry into identifying and utilizing primary sources as sources of knowledge to learn about South Carolina.

1.E.1 Identify and compare goods and services in the school, community, and state. This indicator was designed to encourage inquiry into the differences between goods and services. The indicator also encourages inquiry into the identification of goods as items for purchase (e.g. school lunch) and services as actions that benefit others.

1.E.2 Explain how goods and services change over time. This indicator was designed to encourage inquiry into the goods and services relevant to one's own life, such as cell phones and computers.

1.CG.1 Demonstrate how civic dispositions encourages citizens with diverse beliefs and backgrounds to work together for a common goal. This indicator was developed to encourage inquiry into working with others with stories different from their own. This indicator was also developed to encourage inquiry into the identification of examples of this behavior that are already occurring and how to use civic dispositions to better accomplish a task.

1.CG.4 Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue. This indicator was designed to encourage inquiry into community and state issues. The indicator was also designed to promote inquiry into state issues by using one's own experiences, connecting with other classrooms across the state, or viewing appropriate news sources.

2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history. This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that are important to the U.S.

2.H.2 Identify current or past events from U.S. history, and discuss the possible causes and effects. This indicator was developed to encourage inquiry into multiple causes and effects of events in U.S. history. This indicator also promotes inquiry into how to practice appropriate group discussion and civic dispositions, especially related to current events.

2.H.3 Identify patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines. This indicator was developed to promote inquiry into changes that occur over various periods of time and recognize patterns in history. The indicator was also developed to encourage the exposure to resources, such as charts, graphs, timelines, and tables.

2.H.4 Evaluate different forms of evidence used in historical inquiry and determine their validity. This indicator was developed to encourage inquiry into how to critically evaluate sources for validity. The indicator was also developed to promote inquiry into how to ensure data is accurate, complete, credible, current, and objective.

2.CG.1 Identify cultural and ethnic groups in the U. S. and articulate how civic dispositions build relationships between groups in a diverse society. This indicator was developed to encourage inquiry into how civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) support cooperation within a diverse society.

4.1.E Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.

4.2.E Analyze multiple perspectives on the economic, political, and social developments of the new nation.

4.3.CE Analyze the effects of government policies in promoting United States territorial expansion into the west. This indicator was developed to encourage inquiry into how government policy influenced Westward Expansion, including the purchase of the Louisiana Territory, policies towards Native Americans, the Mexican-American War, and support of railroad development.

4.3.CX Contextualize South Carolina's role in the development of sectionalism during the antebellum period. This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War.

4.4.CO Compare the economic and political causes of the Civil War. This indicator was developed to encourage inquiry into how debates over slavery led to the Civil War.

4.4.P Explain how emancipation was achieved as a result of civic participation. This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.

4.4.CC Identify and evaluate the economic, political, and social changes experienced throughout the Civil War. This indicator was developed to encourage inquiry into the continuities and changes experienced by Americans of various genders, positions, races, and social status during the Civil War.

4.5.E Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U. S.

5.1.P Summarize how the United States' involvement in the Spanish American War led to increased U.S. economic expansion and imperialism. This indicator was developed to promote inquiry into how the U. S. territory and businesses expanded during the late 19th century. Furthermore, it is designed to promote inquiry into how, by the end of the Spanish American War, the U.S. began to expand overseas markets and compete with the growing European markets and industrial growth.

5.1.CX Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion. This indicator was developed to promote inquiry into how industrialization evolved in the U.S. and South Carolina during the late 19th century and into the early 20th century. This indicator was also designed to promote inquiry into how poor living and working conditions in urban areas led to the rise of Progressivism in the U.S.

5.1.CC Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities. This indicator was developed to promote inquiry into how the economy of the United States grew during the time period. Topics

for inquiry may include the impact of population growth on production, working conditions, and the subsequent labor movements to 1910.

5.2.CO Compare the cultural and economic impacts of the 1929 Stock Market Crash on the U. S. and South Carolina. This indicator was developed to promote inquiry into how life changed in the U.S. and South Carolina after the stock market crash of 1929. The indicator was also developed to promote inquiry into how life in the 1920s differed from life in the 1930s in both the U.S. and South Carolina.

5.2.CE Examine the primary causes of World War I and the events which led to U.S. involvement. This indicator was developed to promote inquiry into how the rise of ideologies in Europe led to division and conflict among nations resulting in World War I. Further, inquiry is encouraged through the exploration of the changing position of the U.S. from the beginning of the war in Europe to its eventual involvement.

5.2.E Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources.

5.3.P Summarize the U.S. government's transition away from neutrality policies following World War I that led to its eventual involvement in World War II. This indicator was developed to promote inquiry into how the U.S. government viewed its position in world affairs. Further, inquiry is encouraged through a focus on governmental policies such as Lend Lease, the Neutrality Acts of the 1930s, and the peacetime draft.

5.3.CC Analyze the changes and continuities regarding the United States' international leadership during the period, including the rebuilding of Europe and the resettlement of displaced persons resulting from the Holocaust. This indicator was developed to promote inquiry into how America's international leadership evolved before, during, and after World War II. This indicator was also designed to promote inquiry into the different alliances that were formed by the United States, Great Britain, and the Soviet Union to include the Allied Powers, the United Nations, the North Atlantic Treaty Organization, and the Warsaw Pact.

5.3.E Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.

5.4.CE Analyze the causes and impacts of social movements in the U. S. and South Carolina. This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.

5.4.CX Contextualize the tension between the United States and the Soviet Union during the Cold War. This indicator was developed to encourage inquiry into how the United States' and Soviet Union's governments adopted different ideologies leading to distrust and tension. This indicator was also developed to encourage inquiry into the events surrounding the Cold War, such as the space race, the arms race, and proxy wars (i.e., Korean and Vietnam Wars).

5.4.E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.

5.5.CO Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks. This indicator was developed to promote inquiry into how the U. S. continued to assume the role as a world leader before and after the terror attacks of September 11, 2001. This indicator was also designed to promote inquiry into how the U.S. focused its foreign policy on fighting terror following the September 11, 2001, attacks.

5.5. CE Analyze the continuities and changes in U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period. This indicator was developed to promote inquiry into how U.S. relationships with other countries have developed since the collapse of the Soviet Union.

6.3.CE Explain the impact of increased global exchanges on the development of the Atlantic World. This indicator was developed to encourage inquiry into the growing interconnectedness between Europe, Africa, and the Americas which led to increased global exchanges throughout the Atlantic World. The indicator also encourages inquiry into the development of human labor systems, cultural interactions, and the growth of economic markets.

6.4.CC Analyze the progression of nationalism in the 19th through the early 20th century. This indicator was developed to promote inquiry into the changes and continuities in political systems from 1760–1919. This indicator also promotes inquiry into the spread of nationalism throughout the world.

6.4.E Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.

8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.

8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.

8.3.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.

8.4.CO Compare perspectives toward reform that emerged during the Progressive Era. This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change.

8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina. This indicator was developed to encourage inquiry into the successes and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898.

8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946–1972. This indicator was designed to foster inquiry into the changes in South Carolina’s political party platforms resulting from the Civil Rights Movement, from *Elmore v. Rice* to the national Democratic Party’s support of civil rights to Nixon’s Southern Strategy. This indicator also supports inquiry into the effect on South Carolina’s political party platforms resulting from the emergence of the national Republican Party’s positions on foreign policy, limited government, and free trade policies.

MWH.3.CX Contextualize industrialization within the various cultural and political changes occurring during the 19th century. This indicator was developed to encourage inquiry into how industrialization in Great Britain, the United States, and Germany between the Napoleonic Wars and World War I gave context for changes that occurred during the period.

MWH.4.CE Analyze the significant causes of World War I and how the Treaty of Versailles attempted to resolve future global conflicts. This indicator is intended to encourage inquiry into the significant causes of World War I and the impacts of the Treaty of Versailles, including its failure to prevent future global conflicts.

USHC.2.P Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815–1865. This indicator was developed to encourage inquiry into how technology fostered the growth of the cotton industry, the factory system, and urban centers. In addition, this indicator facilitates inquiry into how the Abolitionist Movement and Women’s Rights Movements encouraged reforms.

USHC.3.CE Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877–1924. This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party. This indicator supports inquiry into the multifaceted objectives of the Progressive Movement, including political and social reforms, which influenced both political parties of the period and resulted in lasting legislation.

Section IV - Founding Principles specifically mentioned in the 2011 Social Studies Academic Standards

Founding Principles are explicitly stated in every course of the *2011 South Carolina Social Studies Academic Standards* as well. The following standards and indicators present specific opportunities for their instruction in schools utilizing them during the 2019-20 school year.

Kindergarten-2: The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child's life.

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.

Kindergarten-3: The student will demonstrate an understanding of the values that American democracy represents and upholds

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.

Grade 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

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.

Grade 1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.

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.

Grade 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

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.

Grade 3-2: The student will demonstrate an understanding of the exploration and settlement of 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.

Grade 3-3 The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.

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.

Grade 3 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.

3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.

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.

Grade 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

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.

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.

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.

Grade 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

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.

Grade 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

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.

4-4.5 Compare the social and economic policies of the two political parties that were formed in America in the 1790s.

Grade 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

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.

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.

Grade 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

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.

4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.

Grade 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

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.

Grade 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

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.

Grade 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

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.

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.

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.

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.

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.

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.

Grade 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s

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.

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.

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.

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.

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.

5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.

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.

Grade 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.

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).

Grade 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.

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.

Grade 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

6-2.3 Describe the development of Roman civilization, including language, government, architecture, and engineering.

Grade 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

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.

Grade 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.

7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.

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. 7-2.5 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.

Grade 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

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.

7-3.3 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.

Grade 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

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.

Grade 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.

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.

8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.

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

Grade 8-3: The student will demonstrate an understanding of South Carolina's role in the development of the new national government.

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.

Grade 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.

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.

Grade 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.

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.

8-5.3 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

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.

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.

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.

Grade 8-6: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.

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.

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.

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.

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.

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.

Grade 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.

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.

8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; 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.

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).

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.

World Geography-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.

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).

World Geography-3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

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).

World Geography-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

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-7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).

Modern World History-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.

MWH-5.2 Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.

Modern World History-7: The student will demonstrate an understanding of the causes and consequences of global warfare in the first half of the twentieth century.

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.

United States History and the Constitution Standard 1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

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.

USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

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. 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.

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.

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.

United States History and the Constitution Standard 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.

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.

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.

United States History and the Constitution Standard 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.

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.

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.

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.

United States History and the Constitution Standard 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.

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.

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.

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.

United States History and the Constitution Standard 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.

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.

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.

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.

United States History and the Constitution Standard 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.

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.

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.

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.

United States History and the Constitution Standard 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.

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.

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.

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.

United States History and the Constitution Standard 8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.

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.

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.

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. 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.

Economics-3: The student will demonstrate an understanding of how government policies, business cycles, inflation, deflation, savings rates, and employment affect all economic entities.

ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.

ECON-3.5 Explain how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity.

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.

United States Government-1: The student will demonstrate an understanding of foundational political theory, concepts, and application.

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.

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.

United States Government-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.

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 selfgovernment.

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. 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.

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.

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.

United States Government-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.

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.

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.

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.

United States Government-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.

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.

Section V – Professional Learning Opportunities planned for teachers regarding Founding Principles

2018-19

Founding Principles were incorporated into two Social Studies Professional Learning Opportunities during the 2018-19 school year. One of these opportunities focused on Historical Thinking Skills and one focused on Civics. Specific and implicit Founding Principles were explored.

2019-20

In addition to being embedded in Professional Learning Opportunities in the 2019-20 school year, a specific Professional Learning Opportunity is being offered to K-12 educators in which participants will enhance their understanding and experiences with the concept of Federalism and the three branches of government by exploring them at the state level through multiple face-to-face learning experiences.

These experiences are accessible to all educators on the South Carolina Department of Education's website as well as being shared through Instructional Leaders and an OS&L Social Studies list serve.