

Corrective Edits to the 2019 South Carolina Social Studies College- and Career-Ready Standards

“Every author needs a careful reader” (D. Reeves, 2023). This document serves to notify educators about corrective revisions made to address print and formatting errors in the **2019 South Carolina Social Studies College- and Career-Ready Standards** Document. We extend our gratitude to our diligent educators who meticulously reviewed the standards document while working on Alignment Guide revisions and offered valuable editorial feedback. Pages referenced are in the standards document.

Revision Date: November 2023

- **2.CG.1** (p. 20)
 - Typographical error - no space is needed between letters
 - 2.CG.1 Identify cultural and ethnic groups in the **U.S.**, explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.
- **2.CG.3** (p. 20)
 - Typographical error - no space is needed between letters
 - 2.CG.3 Analyze how rights are granted to **U.S.** citizens through the founding documents.
- **4.3 Enduring Understanding** (p. 34)
 - Typographical error - no space is needed between letters
 - Enduring Understanding: The new century saw the **U.S.** being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans’ way of life.
- **4.3.CC** (p. 35)
 - Typographical error - no space is needed between letters
 - Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the **U.S.** expanded westward.

This indicator was developed to encourage inquiry into how land acquisition and the resulting border changes of the **U.S.** impacted the people of the western territories prior to Westward Expansion.
- **4.4.E** (p. 36)
 - Typographical error - By adding these words the language is similar to other evidence indicators.
 - Analyze **multiple perspectives of** the economic, political, and social divisions during the Civil War.

- **4.5.E** (p. 37)
 - Typographical error - no space is needed between letters
 - 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.CE** (p. 42)
 - Typographical error - Omission of word
 - **Identify and** examine **the impact of** push- and pull-factors related to immigration and expansion on urban and rural populations during the period.
- **5.1.P** (p. 42)
 - Typographical error - no space is needed between letters
 - Summarize how the United States' involvement in the Spanish American War led to increased **U.S.** economic expansion and imperialism.
- **5.1.E** (p. 43)
 - Typographical error - no space is needed between letters
 - Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the **U.S.**
- **5.2.CO** (p.43)
 - Typographical error - no space is needed between letters
 - 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.CC** (p.44)
 - Typographical error - no space is needed between letters
 - 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.
- **Standard 5.3** (p. 44)
 - Timeline error - 5.3.CC includes the Warsaw Pact which was created in 1955. This indicator does not fit within the timeframe of the standard as currently written.
 - Demonstrate an understanding of the economic, political, and social effects of World War II, the Holocaust, and their aftermath (i.e., 1930–

1955) on the United States and South Carolina.

- **Standard 5.4** (p.46)

- Timeline error - 5.4.P includes the Servicemen's Readjustment Act of 1944. This indicator does not fit within the timeframe of the standard as currently written.
 - Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1944–1980.

- **5.4.CC** (p. 46))

- Typographical error - no space is needed between letters
 - 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.

- **5.4.CE** (p.46)

- Typographical error - no space is needed between letters
 - 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.

- **5.5.CO** (p. 47)

- Typographical error - no space is needed between letters
 - 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.P** (p.47)

- Typographical error - We feel our revision is clearer for the first part of the indicator. The second portion is rewritten to be grammatically correct.
 - Summarize how the United States established itself as a leader in global affairs since the fall of the Soviet Union.

This indicator was developed to promote inquiry into how the U.S. became a leader in the economic and political aspects of global affairs.

This indicator was also designed to promote inquiry into how the U.S. established itself as a leading partner in handling global conflicts.

- **Standard 6.1** (p. 53)
 - Timeline error - Expand date to include Mohammad/birth of Islam as seen in 6.1.CX
 - Demonstrate an understanding of the organization and transformation(s) of world civilizations to 650.
- **Standard 6.4** (p. 57)
 - Timeline error - The beginning of the 20th century could be inferred to be 1900. By changing it to 1919 it is clearer and matches indicators that use 1919 as a specific date. Standard 5 begins in 1920.
 - Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to 1919.
- **Grade 7 Course Introduction** (p. 60)
 - Typographical error- By removing the first sentence, teachers have the flexibility to teach thematically as suggested in the second paragraph.
 - Seventh grade students will study contemporary places and regions on Earth to identify how the experiences of people are rooted in places and organized into geographic regions.
- **Standard 8.3** (p. 79)
 - Timeline error - 8.3.P includes 3 amendments and the date is revised to include the 14th Amendment (ratified in 1866) and the 15th Amendment (ratified in 1870). This indicator does not fit within the timeframe of the standard as currently written.
 - Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1877.
- **8.4.CX** (p. 81)
 - Typographical error - edited for clarity
 - Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world. This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction.

This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and the world's expanding international markets.
- **United States Government Deconstructed Skills** (p. 121)

- Error type/justification
 - IN: Interpret- Gather, interpret, and use evidence, including primary and secondary sources, to analyze data and establish an informed opinion.