

# **South Carolina Social Studies Academic Standards**



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# Contents

Acknowledgments.....	iii
Introduction .....	1
Social Studies Standards Page Format.....	5

## Grade-Level Standards for Social Studies

### Grades K–3

Kindergarten. Foundations of Social Studies: Children as Citizens .....	7
Grade 1. Foundations of Social Studies: Families.....	12
Grade 2. Foundations of Social Studies: Communities.....	17
Grade 3. South Carolina Studies .....	22

### Grades 4–5

Grade 4. United States Studies to 1865 .....	29
Grade 5. United States Studies: 1865 to the Present .....	36

### Grades 6–8

Grade 6. Early Cultures to 1600.....	45
Grade 7. Contemporary Cultures: 1600 to the Present.....	53
Grade 8. South Carolina: One of the United States .....	61

## High School Course Standards for Social Studies

World Geography ( <i>Elective</i> ).....	73
World History from 1300: The Making of the Modern World ( <i>Elective</i> ).....	85
United States History and the Constitution ( <i>Required</i> ) .....	99
Economics ( <i>Required</i> ) .....	115
United States Government ( <i>Required</i> ).....	121
Appendix A. Social Studies Literacy Skills for the Twenty-First Century .....	127
Appendix B. Social Studies Standards Glossary.....	131
Appendix C. Revised Bloom’s Taxonomy.....	136

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## Introduction

*South Carolina Social Studies Academic Standards* contains the revised academic standards in social studies for South Carolina students from kindergarten through grade 12. A field review of the first draft of these standards was conducted from September 2010 through January 2011, and feedback from that review has been incorporated into this document. Because a working knowledge of government, geography, economics, and history is essential for informed, participatory citizenship in a democracy, the theme for these standards is civic education. The final draft was presented to the State Board of Education on May 12, 2011.

The South Carolina Department of Education (SCDE) developed these standards and the indicators utilizing the following sources:

- *South Carolina Social Studies Academic Standards*, published by the SCDE in 2005.
- *South Carolina English Language Arts Standards*, published by the SCDE in 2008.
- *South Carolina Financial Literacy Standards*, developed by the SCDE.
- The national standards documents for social studies, geography, civics and government, history, economics, and English language arts:

*Common Core State Standards for English Language Arts*. 2010. Common Core State Standards Initiative. <http://www.corestandards.org/the-standards/english-language-arts-standards>.

*Expectations of Excellence: Curriculum Standards for Social Studies*. 1994. Washington, DC: National Council for the Social Studies.

*Geography for Life: The National Geography Standards*. 1994. Washington, DC: National Geographic Society.

*National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. 2010. Washington, DC: National Council for the Social Studies.

*National Standards for Civics and Government*. 1994. Calabasas, CA: Center for Civic Education. Available online at <http://www.civiced.org/index.php?page=stds>.

*National Standards for History*. 1996. Los Angeles: National Center for History in the Schools.

*Voluntary National Content Standards in Economics*. 1997. New York: National Council on Economic Education.

- The published social studies standards of other states, including California, Colorado, Minnesota, New York, North Carolina, Ohio, and Wisconsin.

- Published resources on the content and design of grade-level and high school academic standards:

Anderson, Lorin W., and David R. Krathwohl, eds. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. 2001. New York: Allyn and Bacon.

*Citizens for the 21st Century: Revitalizing the Civic Mission of Schools*. 2006. Arlington, VA: National Association of State Boards of Education.

Finn, Chester E., Jr., Michael J. Petrilli, and Liam Julian. 2006. *The State of State Standards 2006*. Washington, DC: Thomas B. Fordham Institute.

*Framework for 21st Century Learning*. 2011. Tucson, AZ: Partnership for 21st Century Skills. [http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120).

Kendall, John S., and Robert J. Marzano. 2004. *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*. 4th ed. Aurora, CO: McREL.

Marzano, Robert J., and John S. Kendall. 1996. *A Comprehensive Guide to Designing Standards-Based Districts, Schools and Classrooms*. Aurora, CO: McREL.

Mead, Walter Russell. *The State of State World History Standards*. 2006. Washington, DC: Thomas B. Fordham Institute. Available online at [http://www.heartland.org/custom/semod\\_policybot/pdf/19524.pdf](http://www.heartland.org/custom/semod_policybot/pdf/19524.pdf).

Stern, Sheldon M., and Jeremy A. Stern. 2011. *The State of State U.S. History Standards 2011*. Washington, DC: Thomas B. Fordham Institute. Available online at [http://www.edexcellencemedia.net/publications/2011/20110216\\_SOSHS/SOSS\\_History\\_FINAL](http://www.edexcellencemedia.net/publications/2011/20110216_SOSHS/SOSS_History_FINAL).

*Understanding University Success: A Project of the Association of American Universities and the Pew Charitable Trusts*. 2003. Eugene, OR: Center for Educational Policy Research. Available online at <http://www.youblisher.com/p/6037-Understanding-Success/>

Wiggins, Grant, and Jay McTighe. 2005. *Understanding by Design*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.

- The 2010 recommendations of the Education Oversight Committee (EOC) panels on social studies standards review/revision.

## Academic Standards

In accordance with the South Carolina Educational Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessment. Consensually developed academic standards describe for each grade and high school core area the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The academic standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies, approaches, or practices. *South Carolina Social Studies Academic Standards* is not a curriculum.

## Statewide Assessment

The social studies standards in grades 3 through 8 will be the basis for development of the social studies test questions for the Palmetto Assessment of State Standards (PASS). Likewise, the social studies standards for United States History and the Constitution (USHC) will be used to develop assessments for the End-of-Course Examination Program (EOCEP).

The EOCEP and PASS will be based on the standards and indicators at each grade level and will sample from the indicators. While the EOCEP and PASS will measure the content of the standard, the questions will not exceed the scope and intent of the indicators associated with that standard.

## Definitions of Key Terms

- **Academic standards.** Statements of the most important, consensually determined expectations for student learning in a particular discipline. In South Carolina, standards are provided for each grade from kindergarten through grade 8, high school required courses, and selected electives.
- **Enduring Understanding.** Enunciated by Grant Wiggins and Jay McTighe in their 2005 volume *Understanding by Design*, enduring understandings are “The specific inferences that have lasting value beyond the classroom”:

Enduring understandings are central to a discipline and are transferrable to new situations. For example, in learning about the rule of law, students come to understand that “written laws specify the limits of a government’s power and articulate the rights of individuals, such as due process.” This inference from facts, based on big ideas such as “rights” and “due process,” provides a conceptual unifying lens through which to recognize the significance of the Magna Carta as well as to examine emerging democracies in the developing world.

Because such understandings are generally abstract in nature and often not obvious, they require **uncoverage** through sustained inquiry rather than one-shot **coverage**. The student must come to understand or be helped to grasp the idea, as a result of work. If teachers treat an understanding like a fact, the student is unlikely to get it. (p. 342)

- **Indicators.** Specific statements of the content (knowledge and skills) and cognitive processes that the student must demonstrate in order for him or her to meet the particular grade-level or high school core-area academic standard. Indicators provide essential guidance for ongoing assessment.

The verbs in the indicators identify specific aspects of a cognitive process as described in the taxonomy shown in Appendix C. Use of the revised Bloom’s taxonomy will allow teachers to identify the kind of content (knowledge) addressed in the indicators (as factual, conceptual, procedural, or metacognitive) and will help teachers align lessons with both the content and the cognitive processes identified in the indicators. The majority of the indicators

in social studies address conceptual knowledge and are categorized as *understanding*, which fosters transfer and meaningful learning rather than rote learning and memorization.

- **Social Studies Literacy Skills for the Twenty-First Century.** Found in Appendix A, these social studies literacy skills are the tools, strategies, and perspectives that are necessary for the student’s understanding the social studies content to be taught at each grade level. These skills begin at the kindergarten level and progress to graduation with developmentally appropriate iterations of the same skill being further honed at each grade band. While the majority of these skills can be utilized in the teaching of each standard, the most *appropriate* skills for the standard have been selected from the chart and are repeated in a bulleted list that appears in a framed box in the lower half of each standard’s page.
- **Glossary.** Important yet less well-known terms appear in boldface type throughout the standards and the indicators and are defined in the glossary.

### **Revised Organization and Content of the Social Studies Standards Document**

The organization of the South Carolina social studies standards document has been modified from the 2005 document in the following ways:

- A. An “Enduring Understanding” statement has been added for each standard. This statement identifies and briefly explains the main idea or central concept inherent in the standard that students should understand and be able to transfer to new learning and situations.
- B. A chart titled “Social Studies Literacy Skills for the Twenty-First Century”—a continuum enunciating the skills, tools, and strategies required for students to understand the overarching perspectives and principles that are essential for literacy in the various disciplines of social studies—has been added in Appendix A. The continuum is divided into four levels: kindergarten through grade 3, grades 4 through 5, grades 6 through 8, and high school.

While the majority of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each particular standard have been selected from the chart and are listed at the bottom of the individual standard page, following the *indicator* statements.

- C. Standards are provided for nine grade levels (kindergarten through grade 8) and three *required* high school courses: United States History and the Constitution, Economics, and United States Government. Standards, which may be used as guidelines, have also been included for two *elective* courses, World History from 1300: The Making of the Modern World and World Geography.

### **Social Studies Curriculum Support Document**

The SCDE will develop a revised curriculum support document after these social studies standards have been adopted by the State Board of Education. Local districts, schools, and teachers can use that document to construct a standards-based curriculum, adding or expanding topics they feel are important and organizing the content to fit their students’ needs and materials.

# Social Studies Standards

## Page Format

### GRADE 1

#### Foundations of Social Studies: Families

**Standard 1-1:** The student will demonstrate an understanding of how families interact with their environment both locally and globally.

#### Enduring Understanding

People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.
- 1-1.2 Compare schools and neighborhoods that are located in different settings around the world.
- 1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.
- 1-1.4 Compare the ways that people use land and natural resources in different settings around the world.

This is the **descriptive theme** for all of the academic standards for **grade 1**.

This is the first **academic standard** for grade 1—the central expectation for student learning in this particular context.

This is the “**enduring understanding**” that frames the goal of the first academic standard for grade 1—the overriding concept for the student to comprehend, remember, and transfer to new situations in life.

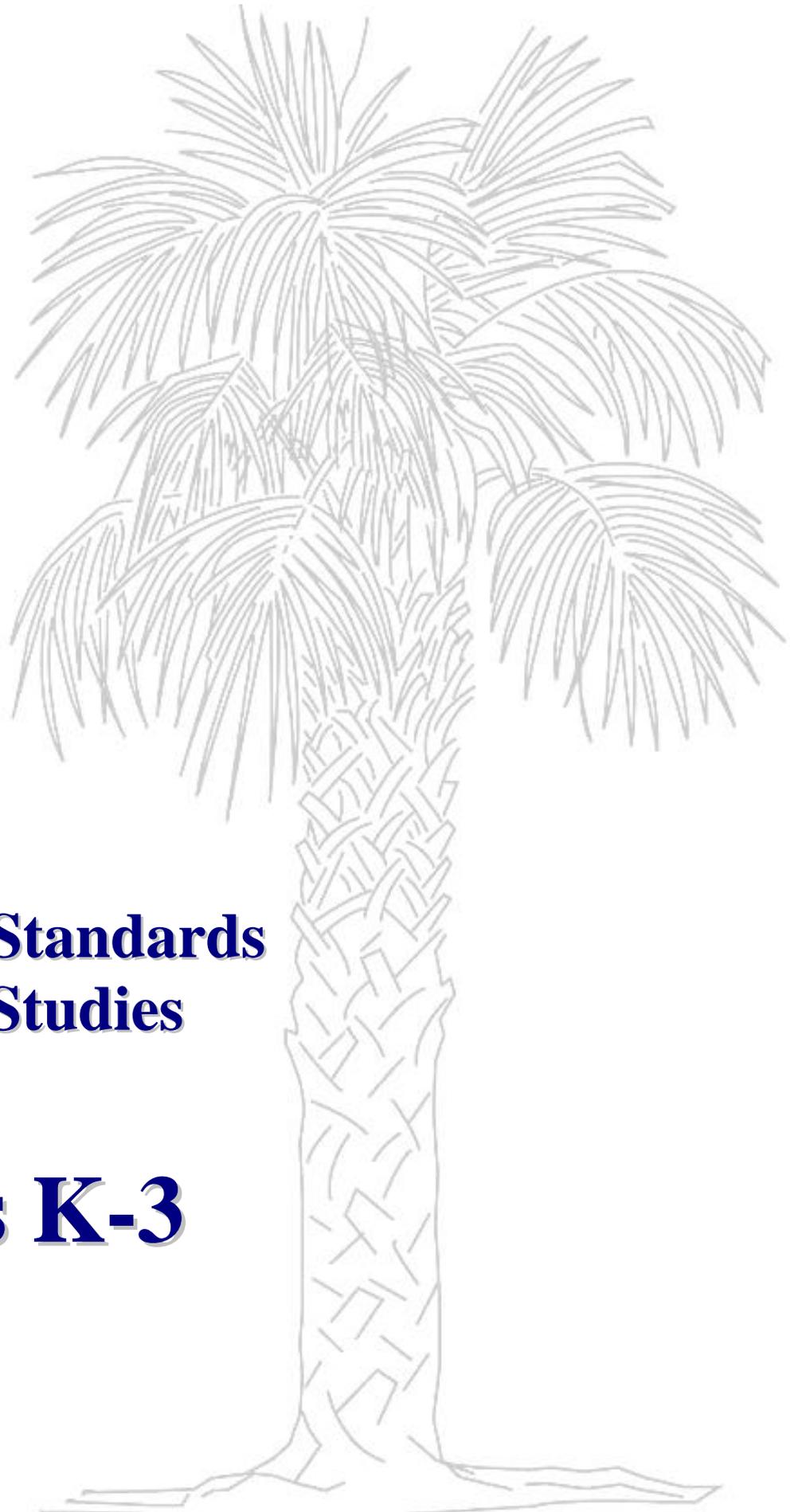
These are the four **indicators** for the first academic standard for grade 1—statements delineating the knowledge and skills that the student must acquire and demonstrate.

#### Social Studies Literacy Skills for the Twenty-First Century

- Recognize maps, **mental maps**, and **geographic models** as representations of spatial relationships.
- Find and describe the **locations and conditions** of places.
- Interpret information from a variety of **social studies resources**.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

These are the three **social studies skills for the twenty-first century** that are most appropriate for the first academic standard at this grade level—the tools, strategies, and perspectives that are necessary for the student’s understanding the social studies content to be taught at this grade level.



**Grade-Level Standards  
for Social Studies**

**Grades K-3**

# KINDERGARTEN

## Foundations of Social Studies: Children as Citizens

Social studies in kindergarten focuses on those aspects of living that affect the children and their families. The classroom serves as a model of society in which decisions are made with a sense of individual responsibility and with respect for the rules by which we all must live. The students learn about the nature of their physical environment—home, school, neighborhood, and town, including how the people in their community provide goods and services. They also learn about the role of families now and in the past; the need for rules and authority; and the values of American **democracy** as reflected in the traditions and history of the nation.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

# KINDERGARTEN

## Foundations of Social Studies: Children as Citizens

**Standard K-1:** The student will demonstrate an understanding of his or her surroundings.

### Enduring Understanding

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.
- K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.
- K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.
- K-1.4 Recognize natural features of his or her environment (e.g., mountains and bodies of water).

### Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.\*
- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# KINDERGARTEN

## Foundations of Social Studies: Children as Citizens

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

### Enduring Understanding

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.\*
- Identify his or her place in the family, school, and community.
- Practice responsible citizenship within his or her school, community, and state.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# KINDERGARTEN

## Foundations of Social Studies: Children as Citizens

**Standard K-3:** The student will demonstrate an understanding of the values that American **democracy** represents and upholds.

### Enduring Understanding

The core values of American **democracy** are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Measure and calculate calendar time.
- Interpret information from a variety of social studies resources.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# KINDERGARTEN

## Foundations of Social Studies: Children as Citizens

**Standard K-4:** The student will demonstrate an understanding of the way families live and work together today as well as in the past.

### Enduring Understanding

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- K-4.1 Compare the daily lives of children and their families in the past and in the present.
- K-4.2 Explain how changes in modes of transportation and communication have affected the way families live and work together.
- K-4.3 Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.
- K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.

### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.\*
- Distinguish between wants and needs and between consumers and producers.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# GRADE 1

## Foundations of Social Studies: Families

The focus for social studies in the first grade is the family in America and in other countries around the world. Students explore their own **culture** and then expand their study to other lands and peoples to learn about the ways that those families live and work. They also learn about the connections between families and the environment and explore the concept of government, including the role of government in making and enforcing laws.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

# GRADE 1

## Foundations of Social Studies: Families

**Standard 1-1:** The student will demonstrate an understanding of how families interact with their environment both locally and globally.

### Enduring Understanding

People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.
- 1-1.2 Compare schools and neighborhoods that are located in different settings around the world.
- 1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.
- 1-1.4 Compare the ways that people use land and natural resources in different settings around the world.

### Social Studies Literacy Skills for the Twenty-First Century

- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.
- Interpret information from a variety of social studies resources.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# GRADE 1

## Foundations of Social Studies: Families

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

### Enduring Understanding

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental processes, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.\*
- Identify his or her place in the family, school, and community.
- Practice responsible citizenship within his or her school, community, and state.
- Identify political, social, and economic institutions that affect the student, the school, and the community.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# GRADE 1

## Foundations of Social Studies: Families

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

### Enduring Understanding

The principles of American **democracy** are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.\*
- Demonstrate responsible citizenship within the school and the community.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# GRADE 1

## Foundations of Social Studies: Families

**Standard 1-4:** The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

### Enduring Understanding

People from various **cultures** are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across **cultures**, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.
- 1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.
- 1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.
- 1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

### Social Studies Literacy Skills for the Twenty-First Century

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Identify his or her place in the family, school, and community.
- Explain the importance of the connection between education and success in life.
- Identify cause-and-effect relationships.

## GRADE 2

# Foundations of Social Studies: Communities

The focus for social studies in grade two is on communities and the diverse **cultures** that have contributed to the nation's heritage. Students examine not only the geographic locations but also the cultural characteristics and contributions that have shaped communities and regions. They continue their study of government by identifying its functions and its leaders. Additionally, students focus on the fact the public's choices about what to buy determines what goods and services are produced.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 2

### Foundations of Social Studies: Communities

**Standard 2-1:** The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

#### Enduring Understanding

Geography influences the development of communities. To understand the connections between communities and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.
- 2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.
- 2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.
- 2-1.4 Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.
- 2-1.5 Identify on a map or globe the location of his or her local community, state, nation, and continent.

#### Social Studies Literacy Skills for the Twenty-First Century

- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

## GRADE 2

### Foundations of Social Studies: Communities

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

#### Enduring Understanding

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Practice responsible citizenship within his or her school, community, and state.

## GRADE 2

### Foundations of Social Studies: Communities

**Standard 2-3:** The student will demonstrate an understanding of the role of goods and services and **supply** and **demand** in a community.

#### Enduring Understanding

People's choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 2-3.1 Summarize the role of community workers who provide goods and services.
- 2-3.2 Explain how people's choices about what to buy will determine what goods and services are produced.
- 2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.
- 2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.
- 2-3.5 Explain the effects of **supply** and **demand** on the price of goods and services.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

## GRADE 2

### Foundations of Social Studies: Communities

**Standard 2-4:** The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

#### Enduring Understanding

Diverse **cultures** have contributed to our nation’s heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.
- 2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.
- 2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.
- 2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

#### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Measure and calculate calendar time.
- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

The exceptional story of South Carolina is the focus of third-grade social studies. Building upon the economic, geographic, political, and historical concepts learned in the primary grades, students will discover how a variety of cultural influences have interacted to create a unique and diverse society within our state. Students will begin to understand South Carolina's influential role and place within the greater context of United States history. Students completing third-grade social studies will then be prepared to build on their learning as they move to a study of United States history in the fourth and fifth grades.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K-3, 4-5, 6-8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 3

### South Carolina Studies

**Standard 3-1:** The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

#### Enduring Understanding

People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.
- 3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.
- 3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on **population distribution**, patterns of migration, access to natural resources, and economic development.

#### Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.\*
- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the location and condition of places.
- Understand that people make choices based on the scarcity of resources.
- Share thoughts and ideas willingly.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# GRADE 3

## South Carolina Studies

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina.

### Enduring Understanding

The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique **culture**, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 3-2.1 Compare the **culture**, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.
- 3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.
- 3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.
- 3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.
- 3-2.5 Explain the role of Africans in developing the **culture** and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah **culture**; and their resistance to slavery.

### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the location and condition of places.
- Distinguish between wants and needs and between consumers and producers.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

**Standard 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.

#### Enduring Understanding

People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-3.1 Summarize the causes of the American Revolution, including Britain’s passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.
- 3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.
- 3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.
- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Share thoughts and ideas willingly.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

**Standard 3-4:** The student will demonstrate an understanding of life in the **antebellum** period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

#### Enduring Understanding

South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.
- 3-4.2 Summarize the development of slavery in **antebellum** South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.
- 3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.
- 3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.
- 3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.
- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Find and describe the location and condition of places.
- Work in teams to learn collaboratively.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

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

#### Enduring Understanding

South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will utilize the knowledge and skills set forth in the following indicators:

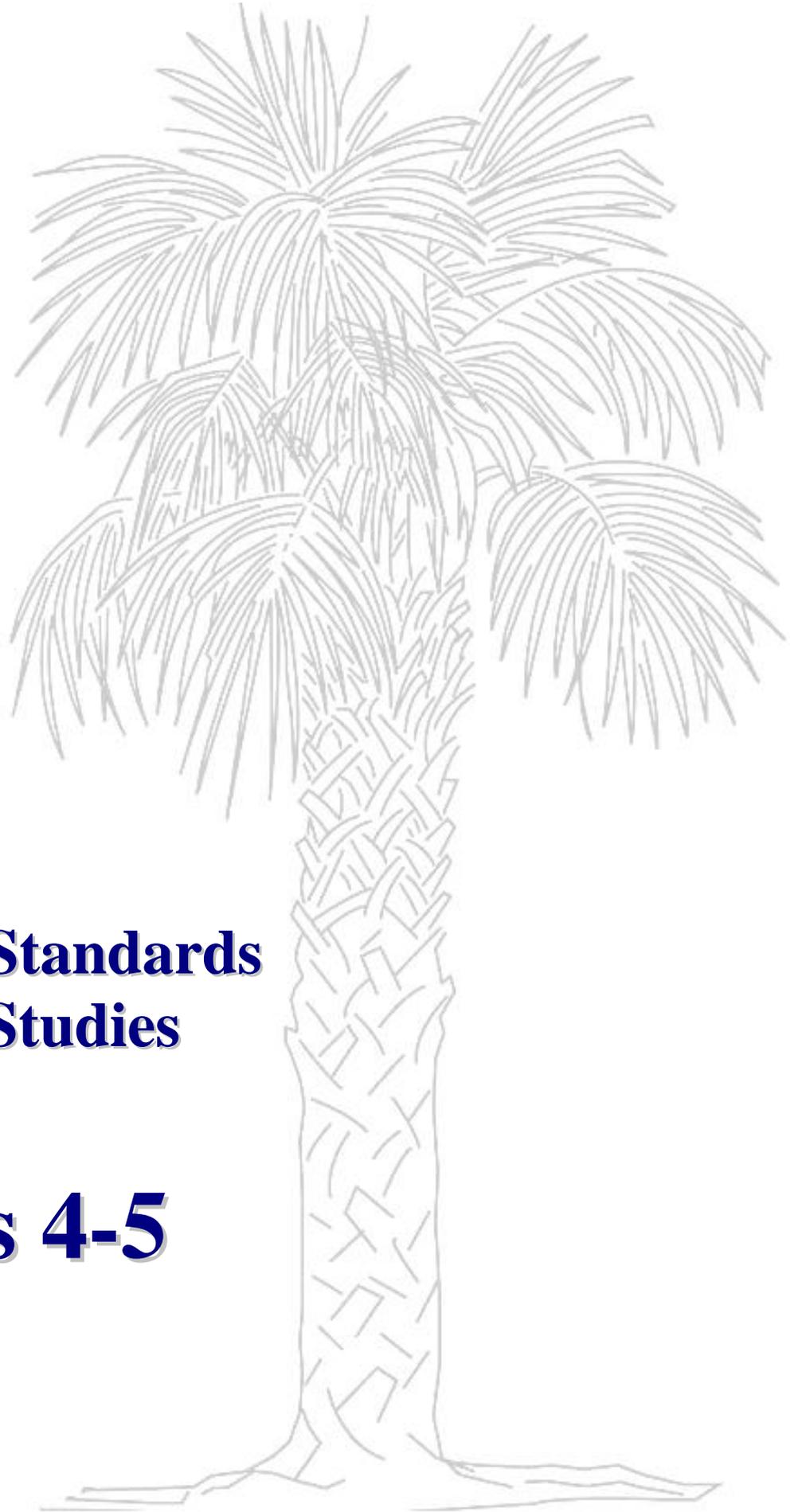
#### Indicators

- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Find and describe the location and condition of places.
- Understand that people make choices based on the scarcity of resources.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.



**Grade-Level Standards  
for Social Studies**

**Grades 4-5**

## GRADE 4

### United States Studies to 1865

The social studies standards in grades four and five are a comprehensive history of the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students learn about the contributions of Native Americans, the exploration and settlement by the Europeans, the beginnings of the United States as a nation, the westward expansion and its implications, and the problems that tore the nation apart and caused a civil war. Students also explore the documents, people, and events that have made the United States what it is today.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 4

### United States Studies to 1865

**Standard 4-1:** The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

#### Enduring Understanding

The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 4-1.1 Summarize the spread of Native American populations using the Landbridge Theory.
- 4-1.2 Compare the everyday life, physical environment, and **culture** of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.
- 4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.
- 4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.

#### Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- Identify and explain cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, **mental maps**, and geographic models to represent spatial relationships.
- Interpret visual information to deepen his or her understanding.

## GRADE 4

### United States Studies to 1865

**Standard 4-2:** The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

#### Enduring Understanding

The interaction among peoples from three different continents created a distinctly American **culture**. To understand the contributions made by Native Americans, Europeans, and Africans to the settlement of North America, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 4-2.1 Summarize the cause-and-effect relationships of the **Columbian Exchange**.
- 4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.
- 4-2.3 Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing **culture** and economy of North America.
- 4-2.4 Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.

#### Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Identify and explain cause-and-effect relationships.
- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, **mental maps**, and geographic models to represent spatial relationships.

## GRADE 4

### United States Studies to 1865

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

#### Enduring Understanding

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.
- 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.
- 4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.
- 4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.

#### Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- List and explain the responsibilities of citizens in the United States of America.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Identify and explain cause-and-effect relationships.
- Cite details from a text to support conclusions made from that text.

## GRADE 4

### United States Studies to 1865

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

#### Enduring Understanding

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Cite details from a text to support conclusions made from that text.
- Explain his or her relationship to others in American society and **culture**.
- Demonstrate responsible citizenship within local, state, and national communities.
- Utilize different types of media to synthesize social studies information from a variety of social studies resources.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 4

### United States Studies to 1865

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

#### Enduring Understanding

The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery. To understand the impact of westward expansion on the United States as a whole, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.
- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

## GRADE 4

### United States Studies to 1865

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

#### Enduring Understanding

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through civil war, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 4-6.1 Explain the significant economic and geographic differences between the North and South.
- 4-6.2 Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.
- 4-6.3 Explain the specific events and issues that led to the Civil War, including **sectionalism**, slavery in the territories, states' rights, the presidential election of 1860, and secession.
- 4-6.4 Summarize significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln.
- 4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Explain the **opportunity cost** involved in the allocation of scarce productive resources.
- Identify connections between government policies, property rights, and **free enterprise**.
- Identify and explain cause-and-effect relationships.
- Interpret visual information to deepen his or her understanding.

## GRADE 5

### United States Studies: 1865 to the Present

Students continue their study of the history of the United States in grade five, beginning with Reconstruction and continuing through the present day. They learn about the renewal of the country after the Civil War; the continued westward expansion; the rise of the United States as a world power; the nation's involvement in world affairs in the twentieth century; and nation's leadership role after World War II, during and after the Cold War, and into the twenty-first century. They also learn about the growing pains of the country as its citizens dealt with industrialization, the issues of women's **suffrage** and civil rights for all Americans, economic **depression** and recovery, and challenges in foreign diplomacy.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 5

### United States Studies: 1865 to the Present

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

#### Enduring Understanding

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.
- 5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.
- 5-1.3 Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.
- 5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Explain his or her relationship to others in American society and **culture**.
- Establish chronological order in reconstruction of an historical narrative.
- Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States.

## GRADE 5

### United States Studies: 1865 to the Present

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

#### Enduring Understanding

People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 5-2.1 Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities.
- 5-2.2 Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as **subsidies** for the railroads and the Homestead Act), and access to natural resources affected the development of the West.
- 5-2.3 Identify examples of conflict and cooperation between occupational and **ethnic** groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants.
- 5-2.4 Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the **culture** of the Plains Indians, armed conflict, and changes in federal policy.

#### Social Studies Literacy Skills for the Twenty-First Century

- Create maps, **mental maps**, and geographic models to represent spatial relationships.
- Illustrate the fact that some choices provide greater benefits than others.
- Identify the locations of places, the conditions at places, and the connections between places.
- Explain the **opportunity cost** involved in the allocation of scarce productive resources.
- Identify multiple points of view or biases and ask questions that clarify those opinions.

## GRADE 5

### United States Studies: 1865 to the Present

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

#### Enduring Understanding

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain the **opportunity cost** involved in the allocation of scarce productive resources.
- Construct and interpret maps, **mental maps**, and geographic models to solve problems.
- Establish the chronological order in reconstructing a historical narrative.
- Identify the locations of places, the conditions at places, and the connections between places.

## GRADE 5

### United States Studies: 1865 to the Present

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

#### Enduring Understanding

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Identify and describe cause-and-effect relationships.
- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Utilize different types of media to synthesize social studies information from a variety of social studies resources.\*
- Explain how political, social, and economic institutions have influenced the state and nation throughout history.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 5

### United States Studies: 1865 to the Present

**Standard 5-5:** The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the **Cold War** era.

#### Enduring Understanding

The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. This **Cold War** affected all aspects of American life at home and abroad. To understand the impact of the **Cold War**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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).

#### Social Studies Literacy Skills for the Twenty-First Century

- Establish the chronological order in reconstructing a historical narrative.
- Create and interpret data in time lines.
- Identify and describe cause-and-effect relationships.
- Identify multiple points of view or biases and ask questions that clarify those opinions.

## GRADE 5

### United States Studies: 1865 to the Present

**Standard 5-6:** The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

#### Enduring Understanding

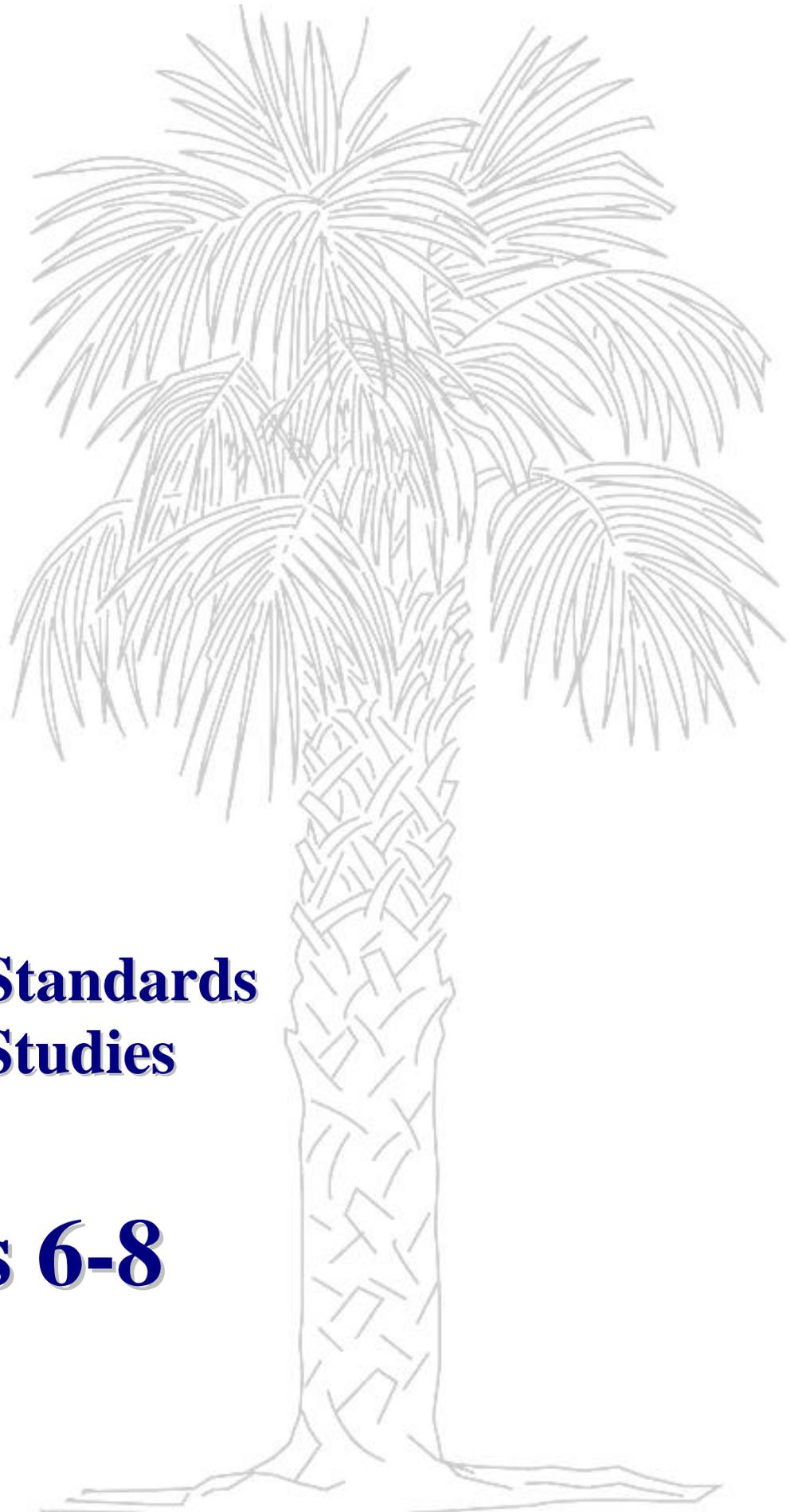
Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and his or her role as an informed participatory citizen, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.
- 5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.
- 5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.
- 5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain his or her relationship to others in American society and **culture**.
- Demonstrate responsible citizenship within local, state, and national communities.
- Identify the locations of places, the conditions at places, and the connections between places.



**Grade-Level Standards  
for Social Studies**

**Grades 6-8**

## GRADE 6

### Early Cultures to 1600

Social studies in grade six develops and enhances the student's understanding of history through the study of people and events from earliest man to the era of European exploration. This course focuses on the significance of geography, economics, and government in the development of the human story, including the conflicts and accomplishments of the people and their roles in developing the social, economic, and political structures of the major civilizations.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K-3, 4-5, 6-8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 6

### Early Cultures to 1600

**Standard 6-1:** The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.

#### Enduring Understanding

The first humans were nomads who continually traveled in search of food. As these hunter-gatherers developed better ways of doing things, they began to develop into the world's earliest civilizations. Civilized societies have established written languages, permanent structures, forms of government, dependence on agriculture, and specializations of labor. These societies have also developed customs such as formal religions and traditions in family structure, food, and clothing that have endured. To understand how early civilizations evolved, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 6-1.1 Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.
- 6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.
- 6-1.3 Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order.
- 6-1.4 Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Identify and explain multiple causation and multiple effects.
- Compare the locations of places, the conditions at places, and the connections between places.

## GRADE 6

### Early Cultures to 1600

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

#### Enduring Understanding

The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 6-2.1 Describe the development of ancient Greek **culture** (the Hellenic period), including the concept of citizenship and the early forms of **democracy** in Athens.
- 6-2.2 Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.
- 6-2.3 Describe the development of Roman civilization, including language, government, architecture, and engineering.
- 6-2.4 Describe the expansion and transition of the Roman government from **monarchy** to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).
- 6-2.5 Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.
- 6-2.6 Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Identify and explain the relationships among multiple causes and multiple effects.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.

## GRADE 6

### Early Cultures to 1600

**Standard 6-3:** The student will demonstrate an understanding of changing political, social, and economic **cultures** in Asia.

#### Enduring Understanding

Asian **cultures** were developing in ways both similar to and different from those in other parts of the world. The **cultures** of China, India, Japan, and the Middle East influenced each other's growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 6-3.1 Summarize the major contributions of the Chinese civilization from the Qing dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.
- 6-3.2 Summarize the major contributions of the Japanese civilization, including the Japanese **feudal system**, the Shinto traditions, and works of art and literature.
- 6-3.3 Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science.
- 6-3.4 Explain the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Identify and explain the relationships among multiple causes and multiple effects.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.

## GRADE 6

### Early Cultures to 1600

**Standard 6-4:** The student will demonstrate an understanding of the changing political, social, and economic **cultures** in Africa and the Americas.

#### Enduring Understanding

African and American **cultures** were developing independently in ways similar to and different from those in other parts of the world. These **cultures** also influenced the development of the rest of the world. To understand that the contributions of African and American **cultures** have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 6.4.1 Compare the major contributions of the African civilizations of Ghana, Mali, and Songhai, including the impact of Islam on the **cultures** of these kingdoms.
- 6-4.2 Describe the influence of geography on trade in the African kingdoms, including the salt and gold trades.
- 6-4.3 Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.
- 6-4.4 Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Mississippian **cultures**.

#### Social Studies Literacy Skills for the Twenty-First Century

- Compare the locations of places, the conditions at places, and the connections between places.
- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 6

### Early Cultures to 1600

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

#### Enduring Understanding

Political systems are made up of the people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European **nation-states**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 6-5.1 Explain feudalism and its relationship to the development of European monarchies and **nation-states**, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.
- 6-5.2 Explain the effects of the Magna Carta on European society, its effect on the **feudal system**, and its contribution to the development of representative government in England.
- 6-5.3 Summarize the course of the **Crusades** and explain their effects on feudalism and their role in spreading Christianity.
- 6-5.4 Explain the role and influence of the Roman Catholic Church in medieval Europe.
- 6-5.5 Summarize the origins and impact of the bubonic plague (Black Death) on feudalism.

#### Social Studies Literacy Skills for the Twenty-First Century

- Compare the locations of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims, and beliefs.
- Explain change and continuity over time and across **cultures**.
- Identify and explain the relationships among multiple causes and multiple effects.

## GRADE 6

### Early Cultures to 1600

**Standard 6-6:** The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

#### Enduring Understanding

The Renaissance, the Reformation, and the Age of Exploration were times of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 6-6.1 Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of **humanism** and the accomplishments of the Italians in art, music, literature, and architecture.
- 6-6.2 Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).
- 6-6.3 Explain the causes, events, and points of contention and denominational affiliations (of nations) of the Reformation and the Catholic Reformation (Counter Reformation).
- 6-6.4 Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.
- 6-6.5 Identify the origin and destinations of the voyages of major European explorers.
- 6-6.6 Explain the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange).

#### Social Studies Literacy Skills for the Twenty-First Century

- Compare the locations of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims, and beliefs.
- Explain change and continuity over time and across **cultures**.
- Identify and explain the relationships among multiple causes and multiple effects.
- Apply economic decision making to understand how limited resources necessitate choices.

## GRADE 7

# Contemporary Cultures: 1600 to the Present

Social studies in the seventh grade is a course in contemporary **cultures** that continues from the examination of early **cultures** in grade six. In grade seven, students examine the history and geography of human societies from 1600 to the present. They learn about the growing interaction among these societies as well as the exchange of ideas, beliefs, technologies, and commodities among them. Students also address the continuing growth of the political and economic ideas that shaped the modern world. They study the concepts of reason and authority, the natural rights of human beings, the divine right of kings, experimentalism in science, the development of **limited government**, and the roots of modern-day tensions and issues.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-1:** The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.

#### Enduring Understanding

European expansion during the 1600s and 1700s was often driven by economic and technological forces. To understand the influence of these forces, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-1.1 Compare the colonial claims and the expansion of European powers through 1770.
- 7-1.2 Explain how technological and scientific advances contributed to the power of European nations.
- 7-1.3 Summarize the policy of **mercantilism** as a way of building a nation's wealth, including government policies to control trade.
- 7-1.4 Analyze the beginnings of **capitalism** and the ways that it was affected by **mercantilism**, the developing **market economy**, international trade, and the rise of the middle class.
- 7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify the location of places, the conditions at places, and the connections between places.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-2:** The student will demonstrate an understanding of the concepts of **limited government** and **unlimited government** as they functioned in Europe in the seventeenth and eighteenth centuries.

#### Enduring Understanding

The relationship between citizens and their government is a fundamental component of political rule. To understand the role of **constitutions**, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good by government, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-2.1 Analyze the characteristics of **limited government** and **unlimited government** that evolved in Europe in the 1600s and 1700s.
- 7-2.2 Explain how the scientific revolution challenged authority and influenced **Enlightenment** philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton.
- 7-2.3 Analyze the **Enlightenment** ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged **absolutism** and influenced the development of **limited government**.
- 7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the **monarchy** in England and on limited government.
- 7-2.5 Explain how the **Enlightenment** influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of **constitutions**, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Understand responsible citizenship in relation to the state, national, and international communities.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

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

#### Enduring Understanding

The global spread of democratic ideas and nationalist movements occurred during the nineteenth century. To understand the effects of nationalism, industrialism, and **imperialism**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon's rise to power.
- 7-3.2 Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.
- 7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by **Enlightenment** ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.
- 7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.
- 7-3.5 Analyze the ways that industrialization contributed to **imperialism** in India, Japan, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884.
- 7-3.6 Explain reactions to **imperialism** that resulted from growing nationalism, including the Zulu wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.
- 7-3.7 Explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Compare the locations of places, the conditions at places, and the connections between places.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-4:** The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.

#### Enduring Understanding

The influence of both world wars and the worldwide Great Depression are still evident. To understand the effects these events had on the modern world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-4.1 Explain the causes and course of World War I, including militarism, alliances, **imperialism**, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war.
- 7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.
- 7-4.3 Explain the causes and effects of the worldwide **depression** that took place in the 1930s, including the effects of the economic crash of 1929.
- 7-4.4 Compare the ideologies of **socialism**, **communism**, fascism, and Nazism and their influence on the rise of **totalitarian** governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide **depression**.
- 7-4.5 Summarize the causes and course of World War II, including drives for empire, appeasement and **isolationism**, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the "Final Solution," the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki.
- 7-4.6 Analyze the Holocaust and its impact on European society and Jewish **culture**, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region.

#### Social Studies Literacy Skills for the Twenty-First Century

- Compare the locations of places, the conditions at places, and the connections between places.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify and explain the relationships among multiple causes and multiple effects.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-5:** The student will demonstrate an understanding of international developments during the **Cold War** era.

#### Enduring Understanding

Events during the **Cold War** affected the world politically, socially, and economically. To understand the significance of the **Cold War**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-5.1 Compare the political and economic ideologies of the United States and the Soviet Union during the **Cold War**.
- 7-5.2 Summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the **Cold War**.
- 7-5.3 Explain the spread of **communism** in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state **containment**, and the domino theory.
- 7-5.4 Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation.
- 7-5.5 Analyze the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including the growth of resistance movements in Eastern Europe, the policies of Mikhail Gorbachev and Ronald Reagan, and the failures of communist economic systems.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Explain change and continuity over time and across **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Cite specific textual evidence to support the analysis of primary and secondary sources.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-6:** The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

#### Enduring Understanding

Since the fall of the Soviet Union in 1991, the world's attention no longer focuses on the tension between superpowers. Although problems rooted in the Middle East have captured the world's attention more consistently than the majority of current issues, other concerns have moved to the forefront as well. To understand the modern world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-6.1 Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU).
- 7-6.2 Compare features of nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi's role in the non-violence movement for India's independence, the emergence of nationalist movements in African and Asian countries, and the collapse of the apartheid system in South Africa.
- 7-6.3 Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan.
- 7-6.4 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions.
- 7-6.5 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.
- 7-6.6 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment.

### Social Studies Literacy Skills for the Twenty-First Century

- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify and explain the relationships among multiple causes and multiple effects.
- Integrate information from a variety of media sources with print or digital text in an appropriate manner.
- Explain change and continuity over time and across **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 8

### South Carolina: One of the United States

The focus for social studies in grade eight is the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students learn about the state's development during colonial times; the growth of the American ideal, which led to the break with England; and the rising controversy about slavery, which led to the Civil War. The continued study of South Carolina from Reconstruction to the present, including the struggle for social and economic justice waged by the people of South Carolina, further allows students to see the progress that the state has made and also to visualize the future challenges yet to be met and overcome.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K-3, 4-5, 6-8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 8

### South Carolina: One of the United States

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

#### Enduring Understanding

The human mosaic of the South Carolina colony was composed of indigenous, immigrant, and enslaved populations. To understand how these differing backgrounds melded into an entirely new and different **culture**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 8-1.1 Summarize the collective and individual aspects of the Native American **culture** of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.
- 8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.
- 8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.
- 8-1.4 Explain the significance of enslaved and free Africans in the developing **culture** and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.
- 8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of **mercantilism**.
- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Interpret parallel time lines from different places and **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

## GRADE 8

### South Carolina: One of the United States

**Standard 8-2:** The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation.

#### Enduring Understanding

The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina's pivotal role in this process, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.
- 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.
- 8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.
- 8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs.
- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Understand responsible citizenship in relation to the state, national, and international communities.
- Compare the locations of places, the conditions at places, and the connections between places.
- Identify and explain the relationships among multiple causes and multiple effects.

## GRADE 8

### South Carolina: One of the United States

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

#### Enduring Understanding

Independence from Great Britain made the creation of a new national government and individual state governments imperative. To understand how and why these governments were created, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Analyze evidence, arguments, claims, and beliefs.

## GRADE 8

### South Carolina: One of the United States

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

#### Enduring Understanding

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 8-4.1 Explain the importance of agriculture in **antebellum** South Carolina, including the plantation system and the impact of the cotton gin on all social classes.
- 8-4.2 Analyze how **sectionalism** arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.
- 8-4.3 Analyze key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.
- 8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states' rights and slavery and the ways that these arguments contributed to South Carolina's secession.
- 8-4.5 Compare the military strategies of the North and the South during the Civil War and the fulfillment of these strategies in South Carolina and in the South as a whole, including the attack on Fort Sumter, the Union blockade of Charleston and other ports, the early capture of Port Royal, and the development of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.
- 8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.

#### Social Studies Literacy Skills for the Twenty-First Century

- Analyze evidence, arguments, claims, and beliefs.
- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

## GRADE 8

### South Carolina: One of the United States

**Standard 8-5:** The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

#### Enduring Understanding

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 8-5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of **black codes**, and the Freedmen's Bureau.
- 8-5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.
- 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.
- 8-5.4 Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.
- 8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.
- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions at places, and the connections between places.

## GRADE 8

### South Carolina: One of the United States

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

#### Enduring Understanding

South Carolina's response to national crises during the first half of the twentieth century brought it back into full participation in the national experience. To understand the state's changed status, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 8

### South Carolina: One of the United States

**Standard 8-7:** The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

#### Enduring Understanding

Changes that took place in the United States during the late twentieth and early twenty-first centuries revitalized the economy and challenged traditional society and politics in South Carolina. To understand the response of South Carolina to these challenges, the student will utilize the knowledge and skills set forth in the following indicators:

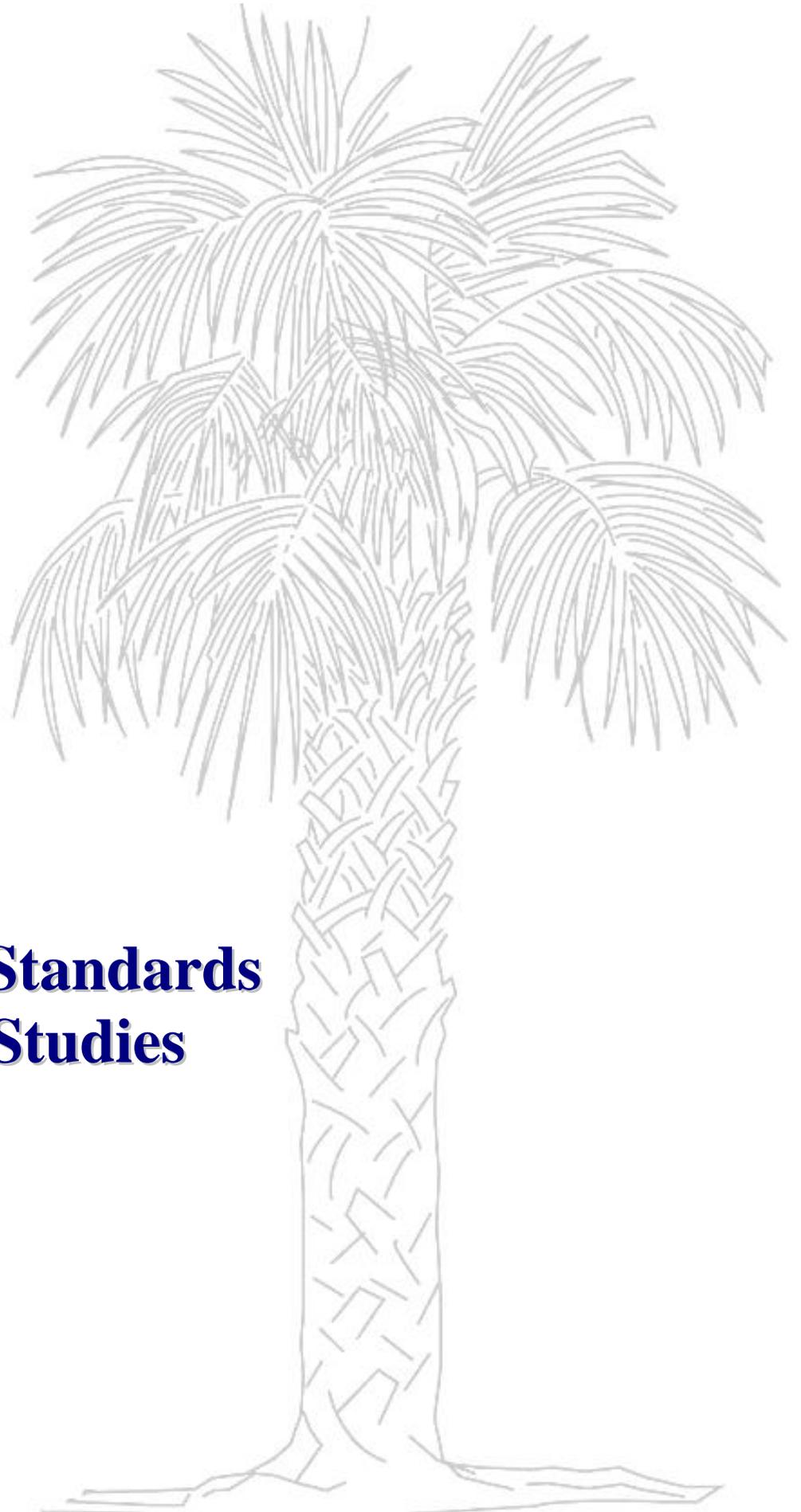
#### Indicators

- 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.

### Social Studies Literacy Elements for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Interpret parallel time lines from different places and **cultures**.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems



# **High School Standards for Social Studies**

# WORLD GEOGRAPHY

*(Elective)*

The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, **culture**, economic systems, urban systems, political systems, and the environment. The course standards are not meant to be taught in order or in isolation. Critical thinking should be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction. Conceptual in nature rather than place-specific, the course may be taught from either a systematic or a regional perspective. For this reason, an example is included in each indicator, giving the teacher insight into the intent of the indicator. Map-reading skills and the use of geographic models and geographic information systems should be an integral part of this course.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

# WORLD GEOGRAPHY

**Standard WG-1:** The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that **culture** and experience influence the perception of place.

## Enduring Understanding

Physical and human characteristics define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will utilize the knowledge and skills set in the following indicators:

## Indicators

- WG-1.1 Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).
- WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and **democracy**).
- WG-1.3 Explain how physical environment and human characteristics can be used to organize a region and how regions change over time (e.g., from heavy manufacturing belts to "rust belts").
- WG-1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).
- WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, **ethnicity**, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth's physical and human systems using maps, **mental maps**, geographic models and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# WORLD GEOGRAPHY

**Standard WG-2:** The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

## Enduring Understanding

Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- WG-2.1 Explain the ways in which Earth's physical systems and processes (the atmosphere, biosphere, hydrosphere, and lithosphere) are dynamic and interactive (e.g., conditions that cause changes in climate).
- WG-2.2 Explain how variability in Earth-Sun relationships affects Earth's physical processes over time (e.g., glaciation).
- WG-2.3 Infer the resulting change produced by a specific physical process operating on Earth's surface (e.g., the role of plate tectonics in mountain building).
- WG-2.4 Explain how a physical event or process can influence an ecosystem in terms of its characteristics and its ability to withstand stress (e.g., the response of forest flora to a fire).
- WG-2.5 Infer how physical processes can cause change over time in the distribution and characteristics of ecosystems and biomes (e.g., how changes in temperature and moisture can drive desertification).
- WG-2.6 Evaluate ecosystems in terms of their biodiversity and productivity (e.g., how both characteristics vary across space and in their value to all living things).

### Social Studies Literacy Skills for the Twenty-First Century

- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# WORLD GEOGRAPHY

**Standard WG-3:** The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.

## Enduring Understanding

Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- WG-3.1 Evaluate **demographic patterns** to predict trends in the spatial distribution of population using graphs, maps, and other models (e.g., Hispanic population growth in the United States).
- WG-3.2 Analyze population issues and policies, including **pro-natal** and **anti-natal** policies of different countries and their effects on population characteristics (e.g., China’s one-child policy).
- WG-3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).
- WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in **population density**, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).
- WG-3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).

### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth’s physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD GEOGRAPHY

**Standard WG-4:** The student will demonstrate an understanding of the characteristics of **culture**, the patterns of **culture**, and cultural change.

### Enduring Understanding

There are many diverse expressions of **culture** in the world. To be open and responsive to new and diverse cultural perspectives, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- WG-4.1 Identify the characteristics of **culture** and the impacts of cultural beliefs on gender roles and the perception of race and **ethnicity** as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).
- WG-4.2 Compare and contrast the consequences of differing cultural views of nature and the use of natural resources including the development of a built environment from a natural environment (e.g., the former Soviet Union's disregard for the environment).
- WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and **ethnic** differences play in cooperation and conflict within and among societies.
- WG-4.4 Explain the spatial processes of cultural convergence (e.g., American-based fast-food franchises in the developing world).
- WG-4.5 Explain how a blending of **cultures** can alter cultural solidarity (e.g., the blurring sense of nationality stemming from the creation of the European Union).

### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# WORLD GEOGRAPHY

**Standard WG-5:** The student will demonstrate an understanding of the role that geography plays in economic development.

## Enduring Understanding

Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- WG-5.1 Summarize the changes in the spatial distribution and the patterns of production and consumption of selected goods and services as they vary from one region of the world to another (e.g., the manufacturing shift away from the United States).
- WG-5.2 Classify and describe the spatial distribution of major economic systems, including traditional, command, and market economic systems (e.g., North Korea's command economy as opposed to Germany's **market economy**).
- WG-5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).
- WG-5.4 Summarize the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., Singapore's deep-water ports and their locations relative to markets).
- WG-5.5 Explain the consequences of the current global trade systems for economic and environmental sustainability in both importing and exporting countries (e.g., the impacts of overfishing on local ecosystems to meet foreign product **demand**).
- WG-5.6 Explain the connection between the delivery of goods and services and the transportation and communications networks that are needed to provide them (e.g., the hub-and-spoke systems used by airfreight companies).

### Social Studies Literacy Skills for the Twenty-First Century

- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD GEOGRAPHY

**Standard WG-6:** The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

### Enduring Understanding

Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- WG-6.1 Compare the changing functions, sizes, and spatial patterns of rural and urban regions (e.g., the concentration of shopping services in suburbs).
- WG-6.2 Explain how the structure of rural and urban places is impacted by economic, social, political, and environmental transitions, including gains or losses by industries and the outsourcing or offshoring of labor (e.g., the shift from textiles to automobile manufacturing in the American South).
- WG-6.3 Explain how **globalization** has changed the function of cities (e.g., the role of technology that has reduced logistics related to distance).
- WG-6.4 Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, **population density**, cultural opportunities, cost of living).
- WG-6.5 Compare different urban models to explain the structures and patterns in cities that vary from one region to another (e.g., the spine in Latin American cities).
- WG-6.6 Summarize the physical and human impacts of emerging urban forms in the world (e.g., the environmental challenges posed by increasing urbanization and sprawl).

### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD GEOGRAPHY

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

### Enduring Understanding

Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).
- WG-7.2 Explain the causes of boundary conflicts and internal disputes between **culture** groups (e.g., the ongoing Israeli-Palestinian conflict).
- WG-7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).
- WG-7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it (e.g., the natural-resource potential of Russia as opposed to its ability to protect its immense landmass from outside aggression).
- WG-7.5 Explain how a country's ambition to obtain foreign markets and resources can cause fractures and disruptions in the world (e.g., the energy needs of China in its emerging role in Africa).
- WG-7.6 Analyze how **globalization** affects different functions of citizenship (e.g., the need for only one passport for members of the European Union).

### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD GEOGRAPHY

**Standard WG-8:** The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

### Enduring Understanding

Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- WG-8.1 Evaluate the ways in which technology has expanded the human capability to modify the physical environment both locally and globally (e.g., the risks and benefits associated with how the petroleum industry uses offshore drilling).
- WG-8.2 Compare how human modification of the physical environment varies from one region to another and may require different human responses (e.g., the resettlement of Chinese villages in response to the Three Gorges Dam).
- WG-8.3 Explain the ways in which individuals and societies mitigate the effects of hazards and adapt to them as part of their environment (e.g., the earthquake and subsequent nuclear disaster in Japan).
- WG-8.4 Analyze the relationships between the spatial distribution of humans and resources (e.g., the positive and negative consequences of resource use as exemplified by the shrinking of the Aral Sea).
- WG-8.5 Analyze policy decisions regarding the use of resources in different regions of the world, including how the **demand** for resources impacts economies, **population distribution**, and the environment.

### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze how a scarcity of productive resources affects economic choices.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD

*(Elective)*

World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, **demand** for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## **WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD**

**Standard MWH-1:** The student will demonstrate an understanding of the major factors that facilitated exchanges among groups of people and how exchanges influenced those people in the fourteenth and fifteenth centuries.

### **Enduring Understanding**

Physical geography, ideas, warfare, and financial institutions have shaped the interaction within and among regions around the world. To understand how the interaction of these forces in the fourteenth and fifteenth centuries led to the development of modern societies, the student will utilize the knowledge and skills set forth in the following indicators:

### **Indicators**

- MWH-1.1 Describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions.
- MWH-1.2 Explain the impact of the **Crusades** and the Renaissance on European exploration, including the significance of **humanism**, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.
- MWH-1.3 Analyze the reasons for European interest in Africa, including the significance of the struggle between Muslim and Christian leaders in the Mediterranean and European interest in finding new trade routes to Asia.
- MWH-1.4 Evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe.
- MWH-1.5 Explain how the development of banks in Europe influenced the transfer of goods throughout Europe.
- MWH-1.6 Evaluate the role the Ming emperors played in extending Chinese influence over East Asia.

### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Trace and describe continuity and change across **cultures**.
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Compare the ways that different **economic systems** answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD

**Standard MWH-2:** The student will demonstrate an understanding of the benefits and costs of the growth of kingdoms into empires from the fourteenth through the sixteenth centuries.

### Enduring Understanding

As rulers consolidate their power, they often expand their territory, creating empires that have an impact on both the mother country and its colonies. To understand the impact of the creation of empires on the development of modern societies, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- MWH -2.1. Evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, the Americas, and Africa.
- MWH -2.2 Describe the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century.
- MWH -2.3 Explain the competition between European kingdoms for space and resources, including the Hundred Years' War between France and England, the rise of the Holy Roman Empire in Central Europe, and the response to Islam on the Iberian Peninsula.
- MWH -2.4 Analyze the influence of the Mughal empire on the development of India, including the influence of Persian **culture** and the Muslim religion on the Hindu **culture**.
- MWH -2.5 Evaluate the impact of the expansion of the Ottoman Empire into Eastern Europe.
- MWH -2.6 Describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the **Columbian Exchange** and the slave trade.

#### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Assess the relative importance of multiple causes on outcomes.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Construct and interpret maps, **mental maps**, and geographic models to solve problems.
- Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD

**Standard MWH-3:** The student will demonstrate an understanding of the impact of religious movements throughout the world in the fourteenth through the sixteenth centuries.

### **Enduring Understanding**

Religion shaped (and continues to shape) the values and priorities of people, thus influencing political, economic, social, and aesthetic elements of **culture**. To understand the continuing role that religion plays in modern political, economic, and social issues, the student will utilize the knowledge and skills set forth in the following indicators:

### **Indicators**

- MWH-3.1 Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.
- MWH-3.2 Evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the conflict between the nobility of the Holy Roman Empire and the Hapsburg emperors, the creation of the Church of England, and the dynastic and religious competition in France.
- MWH-3.3 Explain the role of Islam on the **cultures** of the Middle East, North Africa, and Asia, including its methods of expansion, its impact on religious diversity, and reactions to its expansion.
- MWH-3.4 Explain the role of Buddhism and its impact on the cultures throughout East and Southeast Asia, including Buddhism's basic tenets, the impact of the local rulers on religious conversion, and the religion's enduring traditions.
- MWH-3.5 Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.
- MWH-3.6 Analyze various indigenous religions practiced in Africa and the Americas and their impact on the **culture** of the region, including animism and polytheism.

#### Social Studies Literacy Skills for the Twenty-First Century

- Trace and describe continuity and change across **cultures**.
- Assess the relative importance of multiple causes on outcomes.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD

**Standard MWH-4:** The student will demonstrate an understanding of the conflicts of the seventeenth and eighteenth centuries in Europe, America, Africa, and Asia.

### Enduring Understanding

Competition for imperial conquest met with varying degrees of success and resistance in the 1600s and 1700s. To understand the significant role that **imperialism** played in the development of many modern **nation-states** during this time period, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- MWH-4.1 Explain the changing boundaries in Europe and Asia as a result of the competition between **nation-states** during the seventeenth and eighteenth centuries.
- MWH-4.2 Explain the changes in European overseas empires during this period, including the waning of the Spanish and Portuguese empires and the struggle between empires and colonists.
- MWH-4.3 Explain the similarities between the Qin and Ming dynasties in China, including foreign relations, **culture**, and economic practices.
- MWH-4.4 Evaluate the success of the Ming dynasty in sustaining a prosperous Chinese empire and strengthening Chinese hegemony in Asia.
- MWH-4.5 Analyze the factors that contributed to the collapse of the Mughal empire in India, including the role of religious intolerance.
- MWH-4.6 Analyze the trade policy of **mercantilism** and its influence on the relationship between imperial centers and their peripheries.
- MWH-4.7 Explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade.

### Social Studies Literacy Skills for the Twenty-First Century

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Compare the ways that different **economic systems** answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

## WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD

**Standard MWH-5:** The student will demonstrate an understanding of the influence of ideas and technology on the development of **nation-states** and empires in the sixteenth through the nineteenth centuries.

### Enduring Understanding

New ideas and technological developments during this period led to changes in how people viewed the world and how people, in turn, changed their social, economic, and political circumstances. To understand how ideas and technology led to the development of modern society, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- MWH-5.1 Explain how the scientific revolution in Europe led to the questioning of orthodox ideas.
- MWH-5.2 Analyze the ideas of social equality, democracy, **constitutionalism**, and **nationalism** brought about by the **Enlightenment** and their effects on institutions.
- MWH-5.3 Identify the major technological and social characteristics of the Industrial Revolution.
- MWH-5.4 Analyze the relationship between the expanding world **market economy** and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations.
- MWH-5.5 Compare capitalism with other forms of political and economic ideologies, including **socialism**, **communism**, and anarchism.
- MWH-5.6 Analyze Asia's relationship with European states through 1800, including Japan's policy of limiting contacts with foreigners.

#### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Trace and describe continuity and change across **cultures**.
- Assess the relative importance of multiple causes on outcomes.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## **WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD**

**Standard MWH-6:** The student will demonstrate an understanding of the creation of **nation-states** in Europe and the struggle by non-European nations to gain and/or maintain sovereignty.

### **Enduring Understanding**

The self-determination of national groups became an ideal in Western Europe that expanded gradually to Central and Eastern Europe and eventually to colonized peoples. To understand the development of **democracy** across the globe and the continuing struggle for this ideal in many nations, the student will utilize the knowledge and skills set forth in the following indicators:

### **Indicators**

- MWH-6.1 Explain the impact of English political institutions and attitudes on their North American colonies, and the American Revolution.
- MWH-6.2 Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century South American rebellions.
- MWH-6.3 Analyze various movements for individual rights, including worldwide abolitionism, the end of slave trade movements in England and Latin America, the liberation of serfs in Russia, and the growing movement for women's rights.
- MWH-6.4 Explain the causes of the revolutions of 1820, 1830, and 1848 and the reasons why these revolutions failed to achieve nationalist and democratic objectives.
- MWH-6.5 Analyze the successes and limitations of movements for national unity, including the unification of Germany and Italy and the American Civil War.
- MWH-6.6 Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.
- MWH-6.7 Explain the causes of the Russian Revolution of 1917, including the reasons that the revolutionary government progressed from moderate to radical.

#### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## **WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD**

**Standard MWH-7:** The student will demonstrate an understanding of the causes and consequences of global warfare in the first half of the twentieth century.

### **Enduring Understanding**

World War I (the Great War) and World War II resulted in the destruction of long-standing empires and the realignment of the relationships between former colonies and former empires. To understand the impact of global warfare on the development of social, economic, and political institutions in modern times, the student will utilize the knowledge and skills set forth in the following indicators:

### **Indicators**

- MWH-7.1 Analyze the relative importance of economic and political rivalries, **ethnic** and ideological conflicts, social class, militarism, and **imperialism** as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars.
- MWH-7.2 Analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s and 1930s contributed to the renewal of international hostilities in the years leading to World War II.
- 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.
- MWH-7.4 Explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II.
- MWH-7.5 Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.

#### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Analyze how a scarcity of productive resources affects economic choices.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## **WORLD HISTORY FROM 1300: THE MAKING OF THE MODERN WORLD**

**Standard MWH-8:** The student will demonstrate an understanding of the causes and consequences of decolonization in the second half of the twentieth century and the beginning of the twenty-first century.

### **Enduring Understanding**

Newly independent countries sought partners for economic and political alliances as technological developments of the past sixty years made the world more interconnected. To understand the effects of the economic, political, social, and technological changes that shape his or her place in the world, the student will utilize the knowledge and skills set forth in the following indicators:

### **Indicators**

- MWH-8.1 Evaluate the relative importance of factors such as world war, economic **depression**, nationalist ideology, labor organizations, **communism**, and **liberal** democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- MWH-8.2 Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the Organization of American States).
- MWH-8.3 Illustrate the impact of the **Cold War** on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.
- MWH-8.4 Describe the diffusion of aspects of popular **cultures**, including music, film, art forms, and foodways.
- MWH-8.5 Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.
- MWH-8.6 Analyze the impact that the collapse of the Soviet Union and communist governments in Eastern Europe had on the people and geopolitics of Eurasia, including the **balkanization** of Yugoslavia, the reunification of Germany, and the creation of the new republics in Central Asia.
- MWH-8.7 Evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multi-national corporations, the increase in environmental concerns, and the increase in cultural exchanges.

### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Trace and describe continuity and change across **cultures**.
- Assess the relative importance of multiple causes on outcomes.
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.
- Explain how investment in human capital such as health, education, and training leads to economic growth.

# UNITED STATES HISTORY AND THE CONSTITUTION

*(Required)*

The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student’s understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## UNITED STATES HISTORY AND THE CONSTITUTION

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

### Enduring Understanding

Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of **democracy** and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.
- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Trace and describe continuity and change across **cultures**.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Create a thesis supported by research to convince an audience of its validity.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-2:** The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and **democracy** in the early nineteenth century.

### Enduring Understanding

Political conflict is often the result of competing social values and economic interests. To understand how different perspectives based on differing interests and backgrounds led to political conflict in the **antebellum** United States, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- USHC-2.1 Summarize the impact of the westward movement on nationalism and **democracy**, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian **democracy** as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.
- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Assess the relative importance of multiple causes on outcomes.
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Compare the ways that different **economic systems** answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.
- Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.\*
- Create a thesis supported by research to convince an audience of its validity.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-3:** The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on **democracy** in America.

### Enduring Understanding

**Democracy** is based on the balance between majority rule and the protection of minority rights. To understand the impact of conflicting interests on the rights of minority groups, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.
- USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

#### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Create a thesis supported by research to convince an audience of its validity.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-4:** The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

### Enduring Understanding

Political **democracy** depends upon the active participation of individuals working through political and economic-interest groups to protect their welfare. To understand how groups in the past have protected their rights, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the **culture** of Native American peoples.
- USHC-4.2 Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad **subsidies**, tariffs, and labor policies; and the expansion of international markets.
- USHC-4.3 Evaluate the role of **capitalism** and its impact on **democracy**, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of **entrepreneurs**, the rise of business through monopoly and the influence of business ideologies.
- 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-4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of **ethnic** neighborhoods, the role of **political machines**, and the migration of African Americans to the North, Midwest, and West.
- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.
- Analyze how a scarcity of productive resources affects economic choice.
- Analyze the role of government in promoting **entrepreneurial** activity.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-5:** The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

### Enduring Understanding

The American belief in political **democracy** led the United States to support natural rights and political **democracy** for others, especially when it benefitted American interests. The willingness of the United States to intervene politically and economically in other parts of the world began its emergence as a world power. To evaluate the role of the United States in world affairs in the past and present, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- USHC-5.1 Analyze the development of American expansionism, including the change from **isolationism** to intervention and the rationales for **imperialism** based on Social Darwinism, expanding **capitalism**, and domestic tensions.
- USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
- USHC-5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.
- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Represent and interpret Earth's physical and human systems by using maps, **mental maps**, geographic models, and other social studies resources to make inferences and draw conclusions.\*
- Explain how an interdependent, specialized, and voluntary worldwide trade network affects standards of living and economic growth.
- Create a thesis supported by research to convince an audience of its validity.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-6:** The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

### Enduring Understanding

The role of government in a **democracy** is to protect the rights and well-being of the people. Government's role in regulating the economy and promoting economic growth, however, is controversial. To understand the consequences of economic cycles and to make informed economic choices and political decisions about government policies, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- USHC-6.1 Explain the impact of the changes in the 1920s on the economy, society, and **culture**, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass **culture**, and the cultural changes exemplified by the Harlem Renaissance.
- USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern **culture** that took place during the 1920s, including the role of women, the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.
- 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.

#### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.
- Analyze how a scarcity of productive resources affects economic choices.
- Analyze the role of fiscal and regulatory policies in a mixed economy.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-7:** The student will demonstrate an understanding of the impact of World War II on the United States and the nation’s subsequent role in the world.

### Enduring Understanding

In defense of **democracy**, a government may need to confront aggression and ask its citizens for sacrifice in wars and providing foreign aid that, in turn, affects the practice of **democracy** at home. To make informed political decisions about when and how government should go to war, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.
- USHC-7.6 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer **culture** and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and **demographic patterns**, and the roles of women in American society.

#### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Assess the relative importance of multiple causes on outcomes.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## UNITED STATES HISTORY AND THE CONSTITUTION

**Standard USHC-8:** The student will demonstrate an understanding of social, economic and political issues in contemporary America.

### Enduring Understanding

In the recent past, political views in the United States have embraced both **conservative** and **liberal** perspectives. To make informed political decisions about contemporary issues, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# ECONOMICS

*(Required)*

Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of **supply** and **demand** sets prices for goods and services in product markets and wage prices in factor markets. Intervention in free markets decreases efficiency but is sometimes necessary in order to safeguard individuals and societies from undue exploitation. Markets allocate goods, services, and labor and government regulates markets and purchases goods and services for the common good. Current choices impact future outcomes that are theoretically predictable.

The choices that societies make affect the well-being of all citizens. The consequences of these choices are evaluated through the numerical measurements of the gross domestic product (GDP) and the consumer price index (CPI) as well as through the use of other quantitative measurements. A relationship between investment and growth exists, and increased investment leads to more rapid growth that may be uneven and erratic. The role and abilities of the Federal Reserve in managing these economic cycles is evolutionary, with real-life results whose predictability is affected by volatile circumstances. Increased **globalization** has altered trade patterns and greatly expanded markets, as has technological change.

Citizens as consumers and producers are the fundamental actors in our mixed-market economic system. The choices made by government, institutions, and individuals have predictable outcomes, and the well-being of all groups is impacted by these choices.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

# ECONOMICS

**Standard ECON-1:** The student will demonstrate an understanding of how scarcity and choice impact the decisions of families, businesses, communities, and nations.

## Enduring Understanding

Economics is the science of choice. The study of economics equips a student with the knowledge to evaluate the benefits versus the costs of goods and services. To make informed decisions about benefits versus costs, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- ECON-1.1 Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.
- ECON-1.2 Explain why the productive resources of land, labor, and capital are limited.
- ECON-1.3 Apply the concept that people respond to positive and negative incentives to past and current economic decisions.

### Social Studies Literacy Skills for the Twenty-First Century

- Analyze how a scarcity of productive resources affects economic choices.
- Explain the **opportunity cost** involved in the allocation of scarce productive resources.
- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.

# ECONOMICS

**Standard ECON-2:** The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.

## Enduring Understanding

Markets arise in order to allow people and institutions to trade items of value for something else of value. Markets are efficient when they are unrestricted. The prices in a market send signals and provide incentives to buyers and sellers. To understand how markets function, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- ECON-2.1 Illustrate how markets are created when voluntary exchanges occur between buyers and sellers.
- ECON-2.2 Explain how efficient markets allocate goods, services, and the factors of production in a market-based economy.
- ECON-2.3 Illustrate how competition among sellers lowers costs and prices.
- ECON-2.4 Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.
- ECON-2.5 Explain how **business cycles**, market conditions, government policies, and inequalities affect the living standards of individuals and other economic entities.
- ECON-2.6 Explain how market power enables some market structures to affect their situations to varying degrees and to use this market power to increase prices and reduce output.

### Social Studies Literacy Skills for the Twenty-First Century

- Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being.
- Compare the ways that different **economic systems** answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.

## ECONOMICS

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

### Enduring Understanding

Macroeconomics examines the aggregate behavior of the economy: price levels, **business cycles**, Federal Reserve policies, and inflation and deflation, as well as the ways that changes in these aggregate levels affect individual economic entities. To understand economic behavior, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- ECON-3.1 Explain that institutions in a **market economy** help individuals and groups accomplish their goals.
- ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.
- ECON-3.3 Explain how real interest rates adjust savings with borrowing, thus affecting the allocation of scarce resources between present and future users.
- ECON-3.4 Use a circular flow diagram to explain how changes in economic activity affect households and businesses.
- ECON-3.5 Explain how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity.
- ECON-3.6 Explain how economic indicators are used to evaluate changes in economic activity.
- ECON-3.7 Illustrate the relationships among **business cycles** and unemployment, growth, price levels, wage rates, and investment.
- 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.
- ECON-3.9 Exemplify how government, in a **market economy**, provides for services that private markets fail to provide and thus the costs of government policies often exceed benefits.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
- Analyze the role of the government in promoting **entrepreneurial** activity.
- Assess the relative importance of multiple causes on outcomes.

## ECONOMICS

**Standard ECON-4:** The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.

### Enduring Understanding

The economy of the United States is but one system operating within an increasingly global arena. All institutions and individuals in the United States are impacted in varying degrees by global commerce. To understand the implications of the global economy, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- ECON-4.1 Summarize how differing factor endowments—such as geography, the development of technology, and the abundance of labor—affect the goods and services in which a nation specializes.
- ECON-4.2 Explain how the United States specializes in the production of those goods and services in which it has a comparative advantage.
- ECON-4.3 Explain how the rise of a global marketplace contributes to the well-being of all societies but the benefits derived from **globalization** are unequal.
- ECON-4.4 Explain how a global marketplace influences domestic labor markets, wage rates, unemployment levels, and disparities in earning potentials.

### Social Studies Literacy Skills for the Twenty-First Century

- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Compare the ways that different **economic systems** answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.
- Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.

## ECONOMICS

**Standard ECON-5:** The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.

### Enduring Understanding

Individuals are impacted by the financial choices they make and the careers they choose. Wise and informed personal financial decisions can benefit individuals in both the immediate and the distant future. To understand the impact of personal financial decisions, the student will utilize the knowledge and skills set forth in the following indicators:

### Indicators

- ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.
- ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.
- ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.

### Social Studies Literacy Skills for the Twenty-First Century

- Explain the use of a budget in making personal economic decisions and planning for the future.
- Illustrate the fact that some choices provide greater benefits than others.
- Explain how investment in human capital such as health, education, and training leads to economic growth.

# UNITED STATES GOVERNMENT

*(Required)*

In United States Government, students examine the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills they need in order to understand and participate wisely in the American political system. United States Government examines basic political theory and governmental systems, American political development theory, the constitutional basis and structure of American government, and citizen involvement in the political system.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

# UNITED STATES GOVERNMENT

**Standard USG-1:** The student will demonstrate an understanding of foundational political theory, concepts, and application.

## Enduring Understanding

To appreciate the governmental system of the United States, citizens must understand the nature and purpose of government in general. An understanding of basic political ideas allows nations to organize and structure the institutions of government in the most effective, logical manner. To understand and evaluate basic governmental function, organization, and effectiveness, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- 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.
- USG-1.6 Evaluate the organization of government in **confederal**, federal, and **unitary** systems, including the distribution of power and the advantages and disadvantages of each system.

### Social Studies Literacy Skills for the Twenty-First Century

- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.\*
- Model informed participatory citizenship.

### Social Studies Literacy Skills for the Twenty-First Century (cont'd)

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

# UNITED STATES GOVERNMENT

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

## Enduring Understanding

As it exists today, the United States Constitution is a product of numerous influences that were critical not only to its inception but also to its evolution over time. The principles set forth in the Constitution serve as the framework upon which United States government was established and on which it operates today. To understand the advancement of the principles, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- USG-2.1 Summarize core principles of United States government, including **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.
- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Model informed participatory citizenship.
- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.

# UNITED STATES GOVERNMENT

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.

## Enduring Understanding

The organization and structure of government at national, state, and local levels in the United States is based upon principles established in the U.S. Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Analyze and evaluate evidence, arguments, claims, and beliefs.
- Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.

# UNITED STATES GOVERNMENT

**Standard USG-4:** The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political **culture**.

## Enduring Understanding

An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will utilize the knowledge and skills set forth in the following indicators:

## Indicators

- 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.

### Social Studies Literacy Skills for the Twenty-First Century

- Understand responsible citizenship in relation to the state, national, and international communities.
- Explain his or her relationship to others in the global community.
- Explain contemporary patterns of human behavior, **culture**, and political and economic systems.
- Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.

## Appendix A

### Social Studies Literacy Skills for the Twenty-First Century

The statements in the chart below represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of the social studies material taught at each of the four grade levels. This chart contains statements that do not appear in the bulleted lists in the main text of this document.

<b>Literacy Skills for Social Studies</b>			
Grades K–3	Grades 4–5	Grades 6–8	High School
Distinguish between past, present, and future time.	Establish the chronological order in reconstructing a historical narrative.	Explain change and continuity over time and across <b>cultures</b> .	Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
Measure and calculate calendar time.	Create and interpret data in time lines.	Interpret parallel time lines from different places and <b>cultures</b> .	Trace and describe continuity and change across <b>cultures</b> .
Identify cause-and-effect relationships.	Identify and explain cause-and-effect relationships.	Identify and explain the relationships among multiple causes and multiple effects.	Assess the relationships among multiple causes and multiple effects.
Differentiate between fiction and informational text and between primary and secondary sources.	Identify multiple points of view or biases and ask questions that clarify those opinions.	Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.	Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
Explain the difference between fact and opinion.	Explain the difference between fact and opinion, evidence and argument.	Analyze evidence, arguments, claims, and beliefs.	Analyze and evaluate evidence, arguments, claims, and beliefs.
Interpret information from a variety of social studies resources.	Utilize different types of media to synthesize social studies information from a variety of social studies resources.	Select or design appropriate forms of social studies resources to organize and evaluate social studies information.	Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

## Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Recognize maps, <b>mental maps</b> , and geographic models as representations of spatial relationships.	Create maps, <b>mental maps</b> , and geographic models to represent spatial relationships.	Interpret Earth’s physical and human systems by using maps, <b>mental maps</b> , geographic models, and other social studies resources.	Represent and interpret Earth’s physical and human systems by using maps, <b>mental maps</b> , geographic models, and other social studies resources to make inferences and draw conclusions.
Find and describe the locations and conditions of places.	Identify the locations of places, the conditions at places, and the connections between places.	Compare the locations of places, the conditions at places, and the connections between places.	Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
Identify his or her place in the family, school, and community.	Explain his or her relationship to others in American society and <b>culture</b> .	Explain his or her relationship to others in the global community.	Explain contemporary patterns of human behavior, <b>culture</b> , and political and economic systems.
Practice responsible citizenship within his or her school, community, and state.	Demonstrate responsible citizenship within local, state, and national communities.	Understand responsible citizenship in relation to the state, national, and international communities.	Model informed participatory citizenship.
Identify political, social, and economic institutions that affect the student, the school, and the community.	Explain how political, social, and economic institutions have influenced the state and nation throughout history.	Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.	Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
Distinguish between wants and needs and between consumers and producers.	Explain the <b>opportunity cost</b> involved in the allocation of scarce productive resources.	Explain how the endowment and development of productive resources affects economic decisions and global interactions.	Compare the ways that different <b>economic systems</b> answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.

## Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Understand that people make choices based on the scarcity of resources.	Illustrate the fact that some choices provide greater benefits than others.	Apply economic decision making to understand how limited resources necessitate choices.	Analyze how a scarcity of productive resources affects economic choices.
Explain the use of barter and money in exchange for goods and services.	Explain how <b>specialization</b> facilitates trade.	Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation’s standard of living and economic growth.
Distinguish between the public and private sectors of the economy.	Identify connections between government policies, property rights, and <b>free enterprise</b> .	Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being.	Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
Explain the importance of the connection between education and success in life.	Explain the importance of saving, investment, and employment in creating personal and social wealth.	Explain the use of a budget in making personal economic decisions and planning for the future.	Explain how investment in human capital such as health, education, and training leads to economic growth.
Explain the importance of jobs in the fulfillment of personal and social goals.	Explain the importance of taxes in providing public services to meet the needs of the individual and the community.	Explain how <b>entrepreneurship</b> and economic risk-taking promotes personal and social economic development in the past and the present.	Analyze the role of the government in promoting <b>entrepreneurial</b> activity.

**PARTNERSHIP FOR THE 21<sup>ST</sup> CENTURY SKILLS**

<b>Grades K–3</b>	<b>Grades 4–5</b>	<b>Grades 6–8</b>	<b>High School</b>
Use a wide range of idea-creation techniques.	Create new solutions to problems.	Elaborate and refine ideas in order to improve and maximize creative efforts.	Analyze and evaluate ideas in order to improve and maximize creative efforts.
Share thoughts and ideas willingly.	Listen to and discuss the ideas of others.	Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing.	Communicate effectively in diverse environments by using media and technology.
Work in teams to learn collaboratively.	Demonstrate the ability to work effectively and respectfully with teams of diverse individuals.	Demonstrate the ability and willingness to make compromises to accomplish a common team goal.	Assume shared responsibility for collaborative work and value the contributions made by each team member.
Generate writing that expresses a main idea and uses supporting details to establish that idea.	Generate writings that express a main idea and uses supporting details to establish that idea for a variety of audiences.	Create a thesis supported by research to convince an audience of its validity.	Create a research paper with a thesis supported by evidence and sound arguments.
<b>LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND OTHER TECHNICAL SUBJECTS</b>			
Ask and answer questions to demonstrate his or her understanding of a text, using the text as the basis for the answers.	Cite details from a text to support conclusions made from that text.	Cite specific textual evidence to support the analysis of primary and secondary sources.	Utilize contextual information to support the analysis of primary and secondary sources.
Use visual elements as aids to understand where, when, why, and how.	Interpret visual information to deepen his or her understanding.	Integrate information from a variety of media sources with print or digital text in an appropriate manner.	Synthesize ideas and data to determine their validity and authenticity.

## Appendix B

### Social Studies Standards Glossary

Social Studies Glossary	
<b>absolutism</b>	A form of government in which all power is held by a single ruler.
<b>antebellum</b>	Existing before the outbreak of war—especially used in reference to the American Civil War.
<b>anti-natal</b>	A system or policy concerned with limiting population growth.
<b>authoritarian</b>	The structure of government in which power is concentrated in an individual or small group and is built upon the demand of absolute obedience by citizens to this authority.
<b>balkanization</b>	The process of decentralizing political power; breaking up of a region into smaller independent states.
<b>black codes</b>	The unofficial laws passed by southern governments during Reconstruction in an attempt to continue to control their former slaves. These laws were nullified by the fourteenth and fifteenth amendments to the Constitution.
<b>business cycles</b>	Repetitive periods of economic activity including growth, <b>recession</b> , and recovery.
<b>capitalism</b>	An economic system characterized by private ownership and investment in the means of production (i.e., capital); a system in which economic decisions are based on <b>supply</b> and <b>demand</b> , competition, and price in a free market.
<b>checks and balances</b>	An application of <b>limited government</b> in which each branch and/or level of government has the ability to “check” (i.e., restrict) the functions and exercise of power by other branches/levels of government.
<b>Cold War</b>	The period from the end of World War II to the fall of the Berlin Wall (1945–89) during which the political, economic, social, and military objectives of the United States and its democratic allies directly rivaled those of the Soviet Union and its communist satellites.
<b>Columbian Exchange</b>	The name coined by the environmental historian Alfred W. Crosby to describe the widespread exchange of plants, animals, human populations, diseases, and technology that began in 1492 with the first voyage of Christopher Columbus and spread throughout Europe, Asia, Africa, and the Americas.

<b>communism</b>	A political system in which all property and wealth is, in theory, owned by all the citizens in a classless society that is controlled by their government.
<b>confederal</b>	<i>Confederal system.</i> An alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., Articles of Confederation, Confederate States of America).
<b>concurrent</b>	<i>Concurrent powers.</i> The application of federalism in which a function or authority is possessed by both the national and state governments at the same time.
<b>conservative</b>	Tending or disposed to maintaining traditional or existing views, conditions, or institutions. (The specific policies supported by conservatives have changed over the course of history.)
<b>constitutions</b>	The plans—written or unwritten—of individual governments that outline the structures and functions of those particular bodies and serve as a social contract between them and the people under their authority.
<b>containment</b>	The policy of restricting the expansion of <b>communism</b> during the post–World War II period.
<b>Crusades</b>	A series of wars fought between the Muslims and Christians over control of the Holy Land in the eleventh through the thirteenth centuries.
<b>culture/cultures</b>	The learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (e.g., food, clothing, buildings, tools, machines).
<b>demand</b>	The desire and ability of individuals to purchase economic goods or services at the market price. Along with <b>supply</b> , one of the two key determinants of price.
<b>democracy</b>	A form of government in which political authority rests with the people and is exercised by all the people, either directly or indirectly through their elected representatives.
<b>demographic patterns</b>	Changes shown in population size, composition, rates of growth, density, fertility, mortality rate, and/or migration.
<b>depression</b>	A prolonged and severe decline in the level of economic activity in a state or nation.
<b>discrimination</b>	The practice of denying people rights or treating people unfairly on the basis of categorical or prejudicial thinking.

<b>economic disparity</b>	A discernable difference in the economic well-being of defined segments of the population—males and females, for example, or African Americans and whites.
<b>Enlightenment</b>	The Age of Reason—the eighteenth-century movement in which philosophers used reason and scientific methodology to explain how the universe worked.
<b>entrepreneurs/ entrepreneurial/ entrepreneurship</b>	Individuals who assume the risk in producing a product for a profit—their role and enterprise.
<b>enumerated</b>	<i>Enumerated powers.</i> Authoritative capacities delegated to the federal government by the U.S. Constitution.
<b>ethnic/ethnicity</b>	A classification of large groups of people according to common racial, national, tribal, religious, linguistic, or cultural origin or background.
<b>free enterprise</b>	An economic system in which private businesses compete for profit without government involvement beyond those regulations necessary to protect public interest and to keep the nation’s economy in balance.
<b>globalization</b>	The process of the increasing interconnectedness of the world through trade, migration, technology, and <b>culture</b> diffusion.
<b>humanism</b>	The way of thinking and learning that stresses the importance of individual human worth, ability, and dignity.
<b>imperialism</b>	The policy and process of creating an empire through the acquisition of colonies and/or the establishment of economic spheres of interest.
<b>isolationism</b>	The policy of staying out of the business of other nations by abstention from alliances and other international political relations.
<b>Jim Crow laws</b>	Laws passed in the late nineteenth and twentieth centuries in order to control the population of African Americans by means of segregation.
<b>liberal</b>	Tending or disposed to espousing unconventional, nontraditional views, conditions, or institutions; open to change. (The policies supported by liberals have changed over the course of history.)
<b>limited government</b>	A political principle or structure in which minimal authority and power is granted to the government and is restricted to only that which is necessary for the government to perform its function.
<b>market economy</b>	An economic system in which prices are determined by the free exchange of goods and services with minimum government interference.

<b>mental maps</b>	The mental images that a person has of particular areas, including his or her knowledge of features and spatial relationships.
<b>mercantilism</b>	An economic policy under which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they buy.
<b>monarchy</b>	The form of government in which political power is exercised by a single person, usually under the claim of divine or hereditary right.
<b>nation-states</b>	Political units that claim sovereignty over defined territories inhabited by groups of people who share traditions, beliefs, and language.
<b>opportunity cost</b>	The value of any alternative that one must give up when he or she makes a choice.
<b>political machines</b>	Organizations whose main goal is the money, influence, and prestige of getting and keeping political power rather than the fostering of any particular political ideology.
<b>popular sovereignty</b>	The political concept that government is created and given authority through the consent of the people and that the people thereby retain the right to “alter or abolish” that government.
<b>population density</b>	The number of people occupying a specific unit of land measurement.
<b>population distribution</b>	The makeup of the human population in a particular area in terms of variables such as age, race, or sex.
<b>pro-natal</b>	A system or policy concerned with supporting population growth.
<b>recession</b>	A period of two consecutive yearly quarters with negative economic growth.
<b>republican/ republicanism</b>	A form of government that functions through the use of representatives elected by the citizens; republican government is often referred to as “representative” government.
<b>reserved</b>	<i>Reserved powers.</i> An application of federalism in which any function or authority that is not delegated to the federal government or prohibited to state governments is reserved to the states or the people.
<b>rule of law</b>	The principle that every member of a society, even a ruler, must follow the law.
<b>sectionalism</b>	The placing of the interests of one’s own region ahead of those of the nation’s as a whole.

<b>separation of powers</b>	A principle of American government that requires constitutional authority to be shared by the legislative, judicial, and executive branches of government.
<b>socialism</b>	An economic and political system in which the government owns or regulates the production and distribution of goods.
<b>suffrage</b>	The right to vote.
<b>supply</b>	The quantities of a good or service that a firm is willing and able to make available for sale at varying prices (economic concept of supply and <b>demand</b> ).
<b>totalitarian</b>	The twentieth-century governmental structure or principle in which the state exercises centralized, absolute control of all aspects of life for individual citizens.
<b>unitary</b>	<i>Unitary system.</i> A government in which all authority is vested in a central authority from which regional and local governments derive their powers.
<b>unlimited government</b>	The political principle or structure that allows a government to expand its authority and power as it deems necessary in order to accomplish its own goals and objectives.

## Appendix C

### Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. Their results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon).

The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators in improving instruction and ensuring that their lessons and assessments are aligned with one another and with the state standards.

Social studies goes well beyond simple recognition and recall and the memorization of facts that many people mistake for the core of history. The verbs in the indicators of the 2011 social studies academic standards are subcategories of the six cognitive processes described in the revised Bloom's taxonomy. The verbs are intentionally selected to be appropriate when teaching the particular content in each indicator. For example, one might *compare* two civilizations or *summarize* the achievements of one civilization. Both of these are included in the cognitive process dimension *understand*, which has five other processes: *interpreting*, *exemplifying*, *classifying*, *inferring*, and *explaining*. All seven subcategories are important aspects of *understanding* and should be part of the learning process for that indicator when they are appropriate for the content. In addition, cognitive process categories lower on the taxonomy may need to be addressed in order to reach the next level. For example, students need to *recognize* and *recall* some details about each of two civilizations in order to *compare* them. State assessments such as the EOCEP and PASS might address any of the subcategories in a particular cognitive category or categories lower on the taxonomy as appropriate to the content. Beginning with these revised social studies standards, descriptions of the kinds of learning required in South Carolina standards will be drawn directly from the revised Bloom's taxonomy.

Tables 1 and 2 below are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing*, pages 46 and 67, respectively. Table 3, "A Taxonomy for Teaching, Learning, and Assessing," describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning*.

**Table 1: The Knowledge Dimension**

<b>MAJOR TYPES AND SUBTYPES</b>		<b>EXAMPLES</b>
<b>A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it</b>		
<b>AA.</b>	Knowledge of terminology	Technical vocabulary, musical symbols
<b>AB.</b>	Knowledge of specific details and elements	Major natural resources, reliable sources of information
<b>B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together</b>		
<b>BA.</b>	Knowledge of classifications and categories	Periods of geological time, forms of business ownership
<b>BB.</b>	Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
<b>BC.</b>	Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
<b>C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods</b>		
<b>CA.</b>	Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
<b>CB.</b>	Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
<b>CC.</b>	Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton’s second law, criteria used to judge the feasibility of using a particular method to estimate business costs
<b>D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition</b>		
<b>DA.</b>	Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
<b>DB.</b>	Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
<b>DC.</b>	Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one’s own knowledge level

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**Table 2: The Cognitive Process Dimension**

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
<b>1. REMEMBER—Retrieve relevant knowledge from long-term memory</b>		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)
<b>2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication</b>		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)
<b>3. APPLY—Carry out or use a procedure in a given situation</b>		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton’s Second Law in situations in which it is appropriate)

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**Table 3: A Taxonomy for Teaching, Learning, and Assessing**

<b>THE KNOWLEDGE DIMENSION</b>	<b>THE COGNITIVE PROCESS DIMENSION</b>					
	<b>1. Remember—</b> Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	<b>2. Understand—</b> Construct meaning from instructional messages including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	<b>3. Apply—</b> Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	<b>4. Analyze—</b> Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	<b>5. Evaluate—</b> Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	<b>6. Create—</b> Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
<b>A. Factual Knowledge—</b> The basic elements that students must know to be acquainted with a discipline or solve problems in AA. Knowledge of terminology AB. Knowledge of specific details and elements						
<b>B. Conceptual Knowledge—</b> The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
<b>C. Procedural Knowledge—</b> How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
<b>D. Metacognitive Knowledge—</b> Knowledge of cognition in general as well as awareness of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge DC. Self-knowledge						