

**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION

**South Carolina Social Studies College- and
Career-Ready Standards**

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United States History and the Constitution

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

Instruction should utilize the historical thinking skills and themes developed for grade 11. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate* of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project or problem based learning. These themes also allow students the opportunity to create change by engaging in civic participation. To encourage inquiry, the grade 11 United States History and the Constitution standards are constructed around the following six themes:

American Culture and Identity – The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.

Capitalism and Technological Innovation – The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.

Expansion, Regionalism, and Union – The Expansion, Regionalism, and Union theme encourages the study of American expansionism and the simultaneous process of socio-economic division, unity, and the proper role of the federal government in regulation. Over time, American regions, political factions, and national institutions have experienced divergent and convergent economic, political, and social perspectives.

Founding Principles and Political Institutions – The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes, and constitutional debates. Founding

principles, expressed in seminal documents, serve as the basis of unity, debates, and compromises over time.

Migration and Mobility – The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.

Natural Rights and Social Development – The Natural Rights and Social Development theme encourages the study of fundamental American values such as

Indicator

United States History and the Constitution Standards

| Key Concepts | Standards |
|--------------|---|
| | <p>Standard 1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.</p> |
| | <p>Enduring Understanding: The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.</p> |
| | <p>The student will:</p> <p>USHC.1.CO Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis.</p> <p style="text-align: center;">This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy asrmyonseos</p> |

**Foundations
of American
Republicanism**

| Key Concepts | Standards |
|--------------|--|
| | <p>a nation skeptical of a strong central government to a nation accepting of a division of power between the states and federal government.</p> |

USHC.1.CXts

| Key Concepts | Standards |
|---------------------|------------------|
|---------------------|------------------|

| Key Concepts | Standards |
|------------------|--|
| | <p>of American policies regarding foreign intervention.</p> <p>This indicator was developed to encourage inquiry into the political and economic motivations for the United States to intervene in Pacific and Latin American nations. This indicator was developed to encourage inquiry into the outcomes of American interventionism in World War I and World War II.</p> |
| USHC.4.CE | <p>Evaluate significant turning points, including the immediate and long-term causes and effects of the business cycles of capitalism.</p> <p>This indicator was developed to encourage inquiry into the causes and effects of the boom and bust cycles of the 1920s and 1930s. This indicator prompts inquiry into the continued debate over laissez-faire capitalism and progressive economic regulation as exemplified in the New Deal.</p> |
| USHC.4.P | <p>Summarize the changing role of the government in the economy during the period 1917–1945.</p> <p>This indicator was constructed to facilitate inquiry into how economic conditions prompted an evolution of fiscal and monetary policy featuring significant turning points. This indicator also supports inquiry into the laissez-faire policies of the 1920s, the balance of free markets and government intervention of the 1930s, and the command economies during World War I and World War II.</p> |
| USHC.4.CX | <p>Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.</p> <p>This indicator was developed to encourage inquiry into the shaping of American culture as a result of mass media, African American cultural and arts movements, and increased consumerism. This indicator also supports inquiry into the effects of nativism on government policy, continued discrimination against marginalized groups, and economic hardships on American culture during the 1920s and 1930s.</p> |
| USHC.4.CC | <p>Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.</p> <p>This indicator was developed to encourage inquiry into the</p> |

| Key Concepts | Standards |
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| | <p>wartime domestic policies during periods of global conflict. This indicator also supports inquiry into America’s response to the Holocaust and the roles of African Americans and women related to the war effort.</p> <p>USHC.4.E Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.</p> |
| Legacy of the Cold War | <p>Standard 5: Demonstrate the impact of America’s global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.</p> |
| | <p>Enduring Understanding: The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.</p> |
| | <p>The student will:</p> |
| | <p>USHC.5.CO Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.</p> <p>This indicator was developed to encourage inquiry into the relative importance of medical advancements and the beginnings of the digital age. This indicator fosters inquiry into the new economic, governmental, and vocational spending policies developed as a result of competition with the Soviet Union.</p> |
| | <p>USHC.5.CE Assess the immediate and long-term causes and effects through significant turning points of the Cold War.</p> <p>This indicator was developed to facilitate inquiry into the rivalry between the United States and the Soviet Union scientifically, economically, ideologically, and socially. This indicator also promotes inquiry into the proxy wars conducted on the Korean peninsula and in Vietnam.</p> |

| Key Concepts | Standards |
|--------------|---|
| | <p>well as social and judicial policies.</p> |
| | <p>USHC.5.CX Contextualize domestic economic development and American national identity within global politics.</p> <p>This indicator was designed to support inquiry into the relationship between the Cold War and post-9/11 eras on the shaping of the American identity. This indicator also promotes inquiry into the impact of social and economic developments since the Election of 1980 on the American identity.</p> |
| | <p>USHC.5.CC Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.</p> <p>This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator.</p> |
| | <p>USHC.5.E Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.</p> |

United States Government

Students study United States Government in grade twelve, beginning with the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students will learn how various powers are granted and distributed among the different branches

governmental decision making at the local, state, national, and global levels is a complex process that involves compromise and consensus building.