



Founding Principles Report 2025

Pursuant to sections 59-29-120 and 59-29-155 from the South
Carolina Code of Laws

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Introduction

The Founding Principles Act was passed by the South Carolina state legislature in May 2016 and requires the South Carolina Department of Education to present a biannual report to the Senate Education Committee and the House Education and Public Works Committee. This report details the ways in which the South Carolina Department of Education highlights these founding principles in its work, including standards and instructional support.

Outlined in South Carolina Code of Laws Sections 59-29-120 and 59-29-155, are the requirements for explicit instruction on the founding principles.

Per Section 59-29-120:

- (A) All public high schools must give instruction in the essentials of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers. No student in any such school may receive a certificate of graduation without previously passing a course that includes instruction in the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.
- (B) On November eleventh of each year which is a legal holiday in this State as provided by Section 53-5-10 to commemorate and honor veterans, all elementary, middle, and high schools in this State if they are open, shall devote at least one hour of the school day in either classroom instruction or at a student body assembly program to study the United States Constitution and the Declaration of Independence. If any such school is not open on November eleventh, this instruction or assembly program must be given on the day the school is open immediately preceding November eleventh.
- (C) On November eleventh of each year, schools may permit students to attend activities to commemorate and honor veterans that are held at locations within their respective counties. The parent of a student seeking to be excused pursuant to this subsection shall provide prior written consent to the appropriate school personnel. Attendance at such activities shall count as a part of the instructional day for purposes of Section 59-1-440.

And per Section 59-29-155:

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

the separation of powers and the freedoms guaranteed by the Bill of Rights to the United States Constitution.

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

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

Standards

The following indicators found in the 2019 South Carolina Social Studies College- and Career- Ready Standards present opportunities for students to learn specific content as outlined in Sections 59-29-120 and 59-29-155 of the South Carolina Code regarding founding principles.

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

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

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

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

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

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

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

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

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

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

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

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

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

8.3.CC Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans, and women, as the United States expanded westward and grappled with the development of new states.

HG.4.4.PR Analyze how states spatially organize governance systems and explain the distribution and patterns of these political systems in various regions. This indicator was developed to encourage inquiry into the range of ways that countries spatially organize their governments. This indicator also encourages inquiry into how the United States has organized its federal system to provide for democratic representation.

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

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

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

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

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

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

USHC.1.P: Summarize the changing relationship between individuals and the government during the period 1607–1800. This indicator was developed to

encourage inquiry into how the concept of federalism took hold in the early United States. In addition, this indicator promotes inquiry into the progression of a nation skeptical of a strong central government to a nation accepting a division of power between the states and federal government.

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

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

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

USHC.2.CC Differentiate the patterns of continuity and change within the development of sectionalism and reunion. This indicator was developed to encourage inquiry into how the legislative and judicial branches responded to sectionalism, emancipation, westward expansion, and early industrialization. Inquiry into Reconstruction as a significant political and social turning point in United States history is supported by this indicator.

USHC.2.E Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.

The entire United States Government course offered to high school students is devoted to the structure and formation of our government.

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

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

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

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

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

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

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

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

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

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

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

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

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

citizenship over time. Further, examination promotes inquiry into the rights and responsibilities held by citizens of the

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

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

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

Enhancing Founding Principles with Examples of Possible Content

The 2019 South Carolina Social Studies Standards are written in such a way that content and skills articulate vertically across the grade bands. This gives teachers the opportunity to build upon prior knowledge and to grow that knowledge base, including exemplifying the founding principles through learning as it deepens and expands.

This vertical articulation of content and skills allows educators to work vertically with teachers of other grade levels to enhance learning by exploring content through different lenses as seen in the various indicators. Students in Grade 2, for example, could explore George Washington as a significant historical figure in a grade appropriate manner. Students in Grade 4 can dive deeper into their role in the development of a new nation as they begin to understand chronological thinking and can better contextualize. In Grade 6 or Modern World History, Washington could be a part of a comparative analysis when exploring leaders in revolutions sparked by Enlightenment ideas. President Washington could certainly be a part of a unit exploring the structure and functions of government in

the high school course, United States Government, or as a keystone figure in United States History and Constitution.

The 2019 Standards also allow for educators to localize instruction by including content relevant to their students' communities. A second-grade teacher in Sumter County might choose James Felder as an example of a significant historical figure. His election to the SC House of Representatives could be used in Grade 5 as an example of a turning point in state government during the move to desegregated life in America. His involvement in JFK's funeral could be used to explore the continuities and changes during the Civil Rights movement in a United States History and Constitution class.

The content and skills in the 2019 Standards work together to build a deeper understanding of history and give teachers the freedom to explore that content in various ways. This flexibility also allows educators to enhance student comprehension of the founding principles through various lenses across K-12 education.

Enhancing Founding Principles

There are countless indicators that could include a founding principles element depending on the inquiry explored. Each indicator in the 2019 standards is designed to be taught in tandem with other indicators, creating opportunities for inquiry and bundling that allows them to be used as prompts for founding principles content. The following standards and indicators present opportunities for educators to embed founding principles into their instruction and to impact student learning. While there may be other approaches teachers could take, the following indicators are listed for their relative clarity in prompting connections to ideals and the history of our nation's founding principles.

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

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

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

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

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

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

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

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

1.E.2 Explain how goods and services change over time. This indicator was designed to encourage inquiry into the goods and services relevant to one's own life, such as cell phones and computers, and how their relevance is affected by an individual's changing wants and needs.

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

1.CG.4 Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue. This indicator was designed to encourage inquiry into community and state issues. The indicator was also designed to promote inquiry

into state issues by using one's own experiences, connecting with other classrooms across the state, or viewing appropriate news sources.

2.H.1. Identify and compare significant historical events, moments, and symbols in U.S. history. This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.

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

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

2.CG.2 Use primary and secondary sources to research a national figure who demonstrated civic dispositions. This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e.: empathy, compassion, honesty, respect, and cooperation) by exploring a variety of sources such as children's literature, historic documents, photographs and images, or news sources.

3.3.3.AG Develop a natural disaster plan for a community. This indicator prompts students to inquire about natural disasters that typically occur in a community and then develop a practical plan to protect the community.

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

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

4.2.CX Contextualize South Carolina's role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina's

participation in the American Revolution and the subsequent creation of a new government.

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

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

5.2.CE Examine the primary causes of WWI and the events which led to United States involvement. This indicator was developed to promote inquiry into how the rise of ideologies in Europe led to division and conflict among nations that resulted in World War I. Further inquiry is encouraged concerning the changing position of the United States from the beginning of the war in Europe to its eventual involvement.

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

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

5.3.CE Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust. This indicator was developed to promote inquiry into the government-sponsored persecution that led to the Holocaust in . This indicator was also developed to promote inquiry into the continued fight against discrimination toward marginalized groups in America.

5.3.P Summarize the United States government transition away from neutrality policies resulting from World War I that led to its involvement in World War II. This

indicator was developed to promote inquiry into how the United States' government viewed its position in world affairs. Further inquiry is encouraged through a focus on government policies such as Lend Lease, the Neutrality Acts of the 1930s, and the peacetime draft.

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

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

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

6.5.CO Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and 21st centuries. This indicator was developed to encourage inquiry into the changes in human rights and social hierarchies from 1920- present. This indicator also prompts inquiry into the Women's Suffrage Movement, the Civil Rights movement, the independence movements in India, Asia, and Africa, and the end of Apartheid in South Africa.

7.5.1.PR Identify select North American physical systems and human characteristics of places. This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the North American continent such as landforms and water bodies and countries and cities.

7.5.5.HS Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents. This indicator was designed to encourage inquiry into the various ways that spaces

have been divided and controlled within the North American continent by different culture groups throughout history.

8.1.P Summarize major events in the development of South Carolina which impacted the social, political, and economic structure of the colony. This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice growing knowledge of enslaved West Africans.

8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution

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

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

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their Post-Civil War position within the state, the country, and the world. This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and expanding international markets.

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

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

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

8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.

HG.1.2.PR Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns. This indicator is designed to promote inquiry to understand the various push and pull factors that contribute to migration patterns at different scales. Case studies could create inquiry into patterns from rural to urban movements within countries, major and minor international movements, and both historical and contemporary examples. This indicator also promotes inquiry into describing different types of migration, including international and internal, involuntary (forced) and voluntary.

HG.1.4.HS Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations. This indicator is designed to promote inquiry into the issues stemming from both aging and declining populations and policies that attempt to control population growth and decline. This indicator also promotes inquiry into larger scale voluntary migration patterns, and exploration of the economic, social, political, and environmental conditions that then may lead to policies governing migration and pathways to citizenship, including quotas and guest worker systems.

HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions. This indicator is designed to promote inquiry into a broad range of impacts, positive and negative,

that human migration has on places that generate migrants, as well as those that receive migrants. This indicator is also designed to promote inquiry into how these impacts result from different types of migration including internal, international, involuntary, and voluntary, as well as how these impacts vary from place to place and at different scales.

HG.3.4.HS Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time. This indicator was developed to encourage inquiry into how increasing interdependence has brought different cultural groups greater contact with each other and the ways in which this contact shapes interactions.

HG.4.1HS Identify and analyze patterns of territoriality and the relationships of power and spatial organization at various scales using maps and other geographic representations. This indicator was developed to encourage inquiry into how space is politically organized and controlled. This indicator also promotes inquiry into how countries spatially extend their power over other regions outside of their sovereignty.

HG.4.2.PR Explain the conditions and connections that contribute to the creation of boundaries and states and analyze how Earth's surface is organized on a contemporary political map. This indicator was developed to encourage inquiry into the different types of boundaries that exist between countries and how these boundaries are created, administered. This indicator also promotes inquiry into how the contemporary political map is organized and how it has changed over time.

HG.4.3.PR Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions. This indicator was developed to encourage inquiry into how the modern state (country) system developed. This indicator also encourages inquiry into how ideas of autonomy, sovereignty, and self-determination can affect geopolitical developments.

HG.5.3.ER Identify and evaluate how the conditions and connections of settlements in various regions can create economic, environmental, political, social, and sustainability challenges at various scales. This indicator was designed to promote inquiry into the challenges faced by settlements in both urban and rural areas such as employment opportunities, effective governance, and appropriate infrastructure. This indicator also promotes inquiry into sustainability challenges cities face related to energy use, resource availability, and waste/pollution.

USHC.2.CO Compare the economic, political, and social development of the antebellum North and South from 1803–1860 using a comparative analysis. This indicator was developed to encourage inquiry into sectionalism through an analysis of the emergence of a national market, changes in the two-party system, and

effects on marginalized groups. Inquiry into the regional interdependence exemplified by the relationship between the cotton industry in the South and the factory system of the North is also supported by the indicator.

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

USHC.3.P Examine the relationship between the expanding corporate economy and American government during the period 1862–1924. This indicator was developed to encourage inquiry into the economic transformation in the late 19th and early 20th century resulting largely from technological innovations, corporate structures, and government policies. This indicator also promotes inquiry into Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west.

USHC.4.P Summarize the changing role of the government in the economy during the period 1917–1945. 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.

USHC.5.P Summarize the changes in the major American political party platforms during the period. This indicator was developed to encourage inquiry into how different party platforms evolved following World War II. This indicator promotes inquiry into how the major parties came to represent different approaches to fiscal and political governance as well as social and judicial policies.

EPF.3.IP Research and evaluate geopolitical influences on employment trends and issues at the state and national level. This indicator was developed to encourage inquiry into state and national trends and issues in the job market. This indicator also prompts inquiry into how international trade, geography, government policies, collective bargaining, labor market conditions, and the prices of goods and services affect employment trends.

EPF.4.IN Provide justification for or against regulation in a free-enterprise system. This indicator was designed to encourage inquiry into how the United States government and other entities promote the economic goals of price stability, full employment, and economic growth through the use of fiscal and monetary policies. This indicator also investigates the role of the Federal Reserve system in overseeing the U.S. banking system and regulating the money supply in the economy.

EPF.4.IP Investigate contemporary economic policies and analyze how political ideologies influenced their implementation. This indicator was developed to encourage inquiry into recent and currently debated economic policies and their possible effects on individuals, businesses, and the American political system. This indicator was designed to encourage the use of economic reasoning to promote critical thinking about significant policy issues and their impact on the well-being of individuals and economic growth of societies.

Professional Development

South Carolina Department of Education resources and professional learning opportunities are provided to teachers both in-person and electronically. Instructional resources and learning opportunities in compliance with the Founding Principles Act are made available on the South Carolina Department of Education's website.

Resources for Civic Education

- Rich K-8 standards prepare students for their high school courses, and the civics test they will take before graduating. Primary Grades (K-2) have Civics & Government as an entire standard. Students in these grades are working with their teachers to identify and propose solutions to problems. Grades 4, 5, 6, and 8 provide historical foundations for students to help prepare them for the history portion of the civics test, and grades 3 and 7 set the foundation for the geography section.
- While there are no stand alone, state board approved civics standards, the clear intention to teach civics throughout the standards is apparent both in the decision to incorporate thematic teaching within the document, as well as the explicitly defined and emphasized civics themes throughout.
- Information about the James B Edwards Civic Education Initiative and the civics test requirement are found on the [instructional resources webpage](#) for social studies.
- Each year lessons are created to coincide with the honorees on the African American History Calendar. These individuals display the traits of citizenship found throughout the social studies standards and are highlighted throughout the classrooms in our state.
- In July of 2025, the South Carolina Department of Education hosted the Congressional Medal of Honor Society to provide the opportunity for teachers, guidance counselors, and district leaders to attend training on the Medal of Honor Curriculum. This free curriculum includes lessons that focus on civic dispositions and are intended to be incorporated alongside regular K-12 instruction.