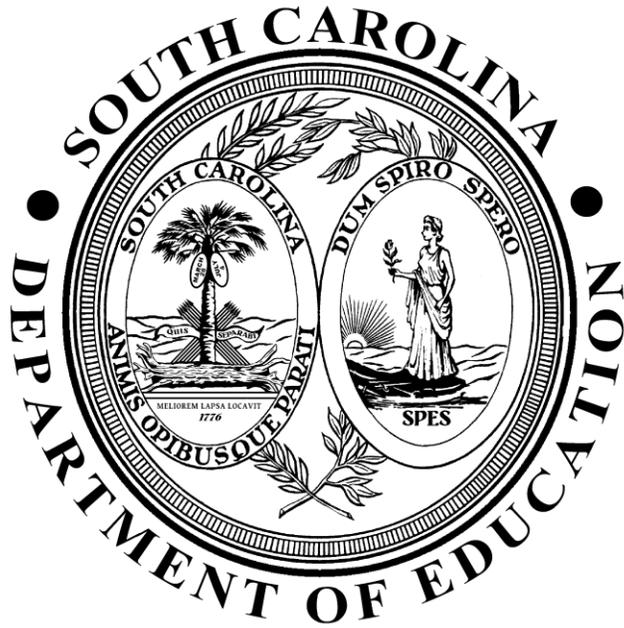


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION



Founding Principles Report

Provided to the Senate Education Committee
and the House Education and Public Works Committee

Pursuant to S.C. Code § 59-25-155

October 15, 2017

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Report Requirements

This report is provided to the General Assembly per S.C. Code § 59-25-155, which reads as follows:

(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.

Summary of Founding Principles in South Carolina Standards

In the 2011 state standards for Social Studies, Founding Principles are explicitly stated in every course as detailed in Appendix A. The Federalist Papers, instruction on the structure of government, the role of the separation of powers, and the freedoms guaranteed by the Bill of Rights to the United States Constitution are included and were emphasized during professional learning opportunities conducted with teachers during 2016–17.

Professional Learning for Teachers

Professional learning opportunities were offered to teachers during the 2016–17 school year. These demonstrated how founding principles, specifically federalism, could be integrated throughout the United States History and the Constitution high school courses. This training allowed teachers to engage students in higher-level thinking, and it helped students to see the applications of founding principles in historical as well as current contexts. These sessions were conducted in six locations throughout South Carolina to ensure all educators had an opportunity to participate. The following standards and content related to United States History and the Constitution were highlighted during these sessions:

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

- Northwest Ordinance
- Federalist Papers
- Two-Party System
- Virginia and Kentucky Resolutions
- Gibbons v. Ogden
- Dartmouth v. Woodward
- McCulloch v. Maryland

- Worcester v Georgia

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

- Male Suffrage
- Nullification Crisis
- American System

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

- Missouri Compromise
- “Free Soil” & Wilmot Proviso
- Compromise of 1850
- Dred Scott v. Sanford
- Kansas-Nebraska Act
- Secession
- Reconstruction
- 14th and 15th Amendments
- Black Codes & Jim Crow
- Plessy v. Ferguson

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

- Munn v. Illinois
- Interstate Commerce Act
- Right to Work States

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

- Anti-Imperialists

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

- Women’s Suffrage
- Prohibition
- New Deal

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

- Federal Defense Highway Act

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

- Dixiecrats
- Brown v. Board
- Civil Rights Act
- Voting Rights Act
- Fair Housing Act
- Southern Strategy
- Roe v. Wade
- Modern Republican and Democratic parties
- No Child Left Behind

Next Steps

The requirements of S.C. Code § 59-29-120, related to the United States Constitution, and § 59-29-155, related to Founding Principles, will be included in the proposed revisions to the 2020 South Carolina College and Career Ready Standards for Social Studies. Additionally, the proposed 2020 South Carolina College and Career Ready Standards for Social Studies seek to incorporate additional opportunities for instruction on the Founding Principles.

During the 2017–18 school year, professional learning will be offered to explore the Founding Principles through highlighting the role of the judiciary. Educators will visit the South Carolina Supreme Court to hear arguments, to gain knowledge from small group interactions with judges and attorneys, and to study the relationship between the judiciary and the Founding Principles. Educators will apply their new learning to classroom instructional plans to enhance learning experiences for students. Participating educators will take part in multiple face-to-face sessions with additional support provided virtually between meetings. From these trainings, on-demand teacher support modules will be developed and shared via the South Carolina Department of Education's website.

Appendix A: South Carolina Standards Related to Founding Principles

The following standards and indicators for the grade-levels and courses include the opportunity for instruction of founding principles.

Kindergarten

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

- K-2.1 Explain the purpose of rules and laws and the consequences of breaking them.
- K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.
- K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.
- K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.

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

- K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner."
- K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.
- K-3.3 Describe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.

First Grade

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

- 1-2.1 Explain the making and enforcing of laws as a basic function of government.
- 1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.
- 1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.
- 1-2.4 Summarize the possible consequences of an absence of government.

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

- 1-3.1 Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.
- 1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.
- 1-3.3 Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.

Second Grade

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

- 2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.
- 2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.
- 2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.
- 2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Third Grade

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

- 3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.

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

- 3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.
- 3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

Standard 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.

- 3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.
- 3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

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

- 3-5.1 Summarize the social and economic impact of developments in agriculture, industry, and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.
- 3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.
- 3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.
- 3-5.4 Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.
- 3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.
- 3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

Fourth Grade

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

- 4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.
- 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.

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

- 4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.
- 4-4.2 Explain the structure and function of the legislative, executive, and judicial branches of the federal government.
- 4-4.3 Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights

of white male property owners but not those of the slaves, women, and Native Americans.

- 4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.
- 4-4.5 Compare the social and economic policies of the two political parties that were formed in America in the 1790s.

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

- 4-5.2 Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny.
- 4-5.3 Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.
- 4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.
- 4-5.5 Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories.

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

- 4-6.3 Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession.
- 4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.

Fifth Grade

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

- 5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.
- 5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.

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

- 5-2.2 Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West.

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

- 5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.
- 5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.
- 5-3.3 Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.
- 5-3.4 Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.
- 5-3.5 Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers.
- 5-3.6 Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.

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

- 5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.
- 5-4.2 Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.
- 5-4.3 Explain the American government’s response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.
- 5-4.4 Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union,

and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of Hiroshima and Nagasaki.

- 5-4.5 Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.
- 5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.
- 5-4.7 Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national boundaries and governments.

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

- 5-5.1 Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.
- 5-5.2 Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.
- 5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.
- 5-5.4 Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC).

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

- 5-6.1 Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.
- 5-6.2 Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.
- 5-6.3 Explain the impact of the September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.

Sixth Grade

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

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

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

- 6-5.2 Explain the effects of the Magna Carta on European society, its effect on the feudal system, and its contribution to the development of representative government in England.

Seventh Grade

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

- 7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.
- 7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.
- 7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

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

- 7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon's rise to power.
- 7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by Enlightenment ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.

Eighth Grade

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

- 8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina's Regulator Movement.

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

- 8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.

- 8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.
- 8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution

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

- 8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state’s economy.
- 8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.
- 8-3.3 Explain the basic principles of government as established in the United States Constitution.
- 8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.

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

- 8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.
- 8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.
- 8-4.3 Analyze key issues that led to South Carolina’s secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.
- 8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states’ rights and slavery and the ways that these arguments contributed to South Carolina’s secession.

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

- 8.5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau.
- 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

- 8-5.4 Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.
- 8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration
- 8-5.6 Compare the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges.
- 8-5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.
- 8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.

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

- 8-6.1 Explain the reasons for United States involvement in World War I and the war’s impact on South Carolina and the nation as a whole, including the building of new military bases and the economic impact of emigration to industrial jobs in the North.
- 8-6.2 Explain the causes and effects of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction caused by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literary Renaissance.
- 8-6.3 Explain the reasons for depressed conditions in the textile mills and on farms in South Carolina and other regions of the United States in the 1920s and the impact of these conditions on the coming of the Great Depression.
- 8-6.4 Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project.
- 8-6.5 Compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity.

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

- 8-7.1 Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in

the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities.

- 8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.
- 8-7.3 Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA).
- 8-7.4 Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.

World Geography

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

- WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy).

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

- WG-3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).

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

- WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).
- WG-7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).

Modern World History

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

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

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

- MWH-7.3 Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

United State History and the Constitution

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

- USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.
- USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.
- USHC-1.4 Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.
- USHC-1.5 Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.
- USHC-1.6 Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.
- USHC-1.7 Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.

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

- USHC-2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.
- USHC-2.3 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

- USHC-2.4 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights.

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

- USHC-3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states’ rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.
- USHC-3.2 Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.
- USHC-3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.
- USHC-3.4 Summarize the end of Reconstruction, including the role of anti–African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

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

- USHC-4.2 Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.
- USHC-4.3 Evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies.
- USHC-4.4 Explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.
- USHC-4.6 Compare the accomplishments and limitations of the women’s suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

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

- USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
- USHC-5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt’s “big stick diplomacy,” William Taft’s “dollar diplomacy,” and Woodrow Wilson’s “moral diplomacy” and changing worldwide perceptions of the United States.
- USHC-5.4 Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson’s leadership in the Treaty of Versailles and the creation of the League of Nations.
- USHC-5.5 Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate’s refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.

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

- USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.
- USHC-6.3 Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.
- USHC-6.4 Analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

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

- USHC-7.1 Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.
- USHC-7.2 Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.
- USHC-7.3 Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.
- USHC-7.4 Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.
- USHC-7.5 Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the "Red Scare" and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.

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

- USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.
- USHC-8.2 Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.
- USHC-8.3 Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.
- USHC-8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.
- USHC-8.5 Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008. USHC-8.6 Summarize America's role in the changing world, including the dissolution of the Soviet Union, the

expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.

Economics

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

- ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.
- ECON-3.5 Explain how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity.
- ECON-3.8 Explain how the Federal Reserve regulates the amount of cash that banks can acquire and retain and therefore helps to provide a foundation for economic stability.

United States Government

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

- USG-1.1 Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.
- USG-1.2 Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.
- USG-1.3 Evaluate the role and relationship of the citizen to government in democratic, republican, authoritarian, and totalitarian systems.
- USG-1.4 Analyze the institutional and organizational structure of government that allows it to carry out its purpose and function effectively, including the branches of government and legitimate bureaucratic institutions.
- USG-1.5 Evaluate limited government and unlimited government with regard to governance, including rule of law, the role of constitutions, civil rights, political freedom, economic freedom, and the ability of citizens to impact or influence the governing process.

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

- USG-2.1 Summarize core principles of United States government, including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and selfgovernment.
- USG-2.2 Analyze developmental influences on the core political principles of American government, including Greek democracy, Roman republicanism, the JudeoChristian 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.

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

- USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.
- USG-3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.
- USG-3.3 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, and reserved powers; the meaning of the ninth and tenth amendments; the principle of states' rights; the promotion of limited government; the protection of individual rights; and the potential for conflict among the levels of government.
- USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state constitutions, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

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

- USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.
- USG-4.2 Analyze the process of political socialization and its relation to political participation.
- USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.

- USG-4.4 Analyze the process through which citizens monitor and influence public policy, including political parties, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.
- USG-4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.
- USG-4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.