2010

SC Social Studies Standards & Standards for the 21st-Century Learner Grades K-5

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University of South Carolina - Columbia

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## SC Social Studies Standards & Standards for the 21st-Century Learner

### Grades K-5

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Strands/disciplines:</td>
<td></td>
</tr>
<tr>
<td>H = history</td>
<td></td>
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<tr>
<td>G = geography</td>
<td></td>
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<tr>
<td>P = political science/government</td>
<td></td>
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<tr>
<td>E = economics</td>
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### KINDERGARTEN

**Children as Citizens: An Introduction to Social Studies**

**Standard K-1:** The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.

- **K-1.1** Compare the daily lives of children and their families in the United States in the past with the daily lives of children and their families today. (H, E)

- **K-1.2** Explain how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation. (H, G)

<table>
<thead>
<tr>
<th>AASL's Standards for the 21st-Century Learner (2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2 Use prior and background knowledge as context for new learning.</td>
</tr>
<tr>
<td>1.3.4 Contribute to the exchange of ideas within the learning community.</td>
</tr>
<tr>
<td>2.1.2 Organize knowledge so that it is useful.</td>
</tr>
<tr>
<td>2.3.1 Connect understanding to the real world.</td>
</tr>
<tr>
<td>2.4.3 Recognize new knowledge and understanding.</td>
</tr>
<tr>
<td>4.4.4 Interpret new information based on cultural and social context.</td>
</tr>
</tbody>
</table>

**Collection Development:** Life in the past versus the present - communication
<table>
<thead>
<tr>
<th>Standard K-2: The student will demonstrate an understanding of <strong>rules and authority</strong> in a child’s life.</th>
<th>(letters, messengers, phones, e-mail), transportation (horses, automobiles)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-2.1</strong> Explain the purposes of rules and laws and the consequences of breaking them, including the sometimes unspoken rules of sportsmanship and fair play. (P)</td>
<td>1.1.2 Use prior and background knowledge as context for new learning.</td>
</tr>
<tr>
<td><strong>K-2.2</strong> Summarize the roles of people in authority in a child’s life, including those of parents and teachers. (P)</td>
<td>1.3.4 Contribute to the exchange of ideas within the learning community.</td>
</tr>
<tr>
<td><strong>K-2.3</strong> Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)</td>
<td>2.1.2 Organize knowledge so that it is useful.</td>
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<table>
<thead>
<tr>
<th>Collection Development: laws, rules, sportsmanship, fair play, people in authority (parents, teachers, police officers, firefighters, crossing guards)</th>
<th>2.3.1 Connect understanding to the real world.</th>
</tr>
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<tr>
<td><strong>K-2.2</strong> Summarize the roles of people in authority in a child’s life, including those of parents and teachers. (P)</td>
<td>2.4.3 Recognize new knowledge and understanding.</td>
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<tr>
<th>Standard K-3: The student will demonstrate an understanding of <strong>key American figures and symbols</strong>.</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>K-3.1</strong> Recognize the significance of things that exemplify the values and principles of American democracy, including the Pledge of Allegiance, songs such as “The Star-Spangled Banner” (our national anthem) and “America the Beautiful,” and the American flag. (H, P)</td>
<td>1.1.2 Use prior and background knowledge as context for new learning.</td>
</tr>
<tr>
<td><strong>K-3.2</strong> Illustrate the significant actions of important American figures, including George Washington, Abraham Lincoln, and Martin Luther King Jr. (H, P)</td>
<td>1.3.4 Contribute to the exchange of ideas within the learning community.</td>
</tr>
<tr>
<td><strong>K-3.3</strong> Identify the reasons for celebrating the national holidays, including Independence Day,</td>
<td>2.1.2 Organize knowledge so that it is useful.</td>
</tr>
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</table>

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<tr>
<th>Collection Development: American</th>
<th>2.3.1 Connect understanding to the real world.</th>
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<tbody>
<tr>
<td><strong>K-3.2</strong> Illustrate the significant actions of important American figures, including George Washington, Abraham Lincoln, and Martin Luther King Jr. (H, P)</td>
<td>2.4.3 Recognize new knowledge and understanding.</td>
</tr>
<tr>
<td><strong>K-3.3</strong> Identify the reasons for celebrating the national holidays, including Independence Day,</td>
<td>4.1.8 Use creative and artistic formats to express personal learning.</td>
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<tr>
<td><strong>K-3.3</strong> Identify the reasons for celebrating the national holidays, including Independence Day,</td>
<td>4.4.4 Interpret new information based on cultural and social context.</td>
</tr>
</tbody>
</table>
Thanksgiving, President’s Day, and Martin Luther King Jr. Day. (H, P) democracy (Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," ) George Washington, Abraham Lincoln, Martin Luther King Jr., national holidays (Independence Day, Thanksgiving, President’s Day, Martin Luther King Jr. Day)

<table>
<thead>
<tr>
<th>Standard K-4: The student will demonstrate an understanding of good citizenship.</th>
<th>1.1.2 Use prior and background knowledge as context for new learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4.1 Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism. (P)</td>
<td>1.3.4 Contribute to the exchange of ideas within the learning community.</td>
</tr>
<tr>
<td>K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P)</td>
<td>2.1.2 Organize knowledge so that it is useful.</td>
</tr>
<tr>
<td></td>
<td>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</td>
</tr>
<tr>
<td></td>
<td>2.3.1 Connect understanding to the real world.</td>
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<td></td>
<td>2.4.3 Recognize new knowledge and understanding.</td>
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<tr>
<td></td>
<td>3.2.3 Demonstrate teamwork by working productively with others.</td>
</tr>
<tr>
<td></td>
<td>3.3.6 Use information and knowledge in the service of democratic values.</td>
</tr>
<tr>
<td></td>
<td>4.4.4 Interpret new information based on cultural and social context.</td>
</tr>
<tr>
<td>Collection Development: citizenship (honesty, courage, determination, responsibility, patriotism, respecting others, taking turns, sharing, cooperative problem-solving)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard K-5: The student will demonstrate an understanding of his or her surroundings.</th>
<th>1.1.2 Use prior and background knowledge as context for new learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5.1 Identify the location of school, home, neighborhood, community,</td>
<td>1.3.4 Contribute to the exchange of ideas within the learning community.</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Organize knowledge so that it is useful.</td>
</tr>
</tbody>
</table>
**K-5.2** Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G)

**K-5.3** Construct a simple map. (G)

**K-5.4** Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G)

**K-6.1** Classify several community businesses according to the goods and services they provide. (E)

**K-6.2** Summarize methods of obtaining goods and services. (E)

**K-6.3** Match descriptions of work to the names of jobs in the school and local community, in the past and present, including jobs related to safety. (E, H)

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**GRADE 1**

**Families Here and across the World**
Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

1-1.1 Summarize the characteristics that contribute to personal identity, including physical growth, the development of individual interests, and family changes over time. (H)

1-1.2 Summarize ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs. (H, G, E)

1-1.3 Illustrate personal and family history on a time line. (H)

1-1.4 Compare the daily life of families across the world—including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living. (H, E, G)

1-1.5 Illustrate different elements of community life, including the structure of schools; typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. (H, E, G)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.4 Interpret new information based on cultural and social context.

Collection Development: personal identity, individual interests, physical growth; U.S. regionalism; multiculturalism/globalism - families across the world (roles of men, women, children), culture, language, food, clothes, income/jobs, architecture/home styles/school structures, transportation, communication

Standard 1-2: The student will demonstrate an understanding of home, school, and other settings across the world.

1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G)

1-2.2 Compare the ways that people use land and natural resources in...
**different settings across the world, including the conservation of natural resources and the actions that may harm the environment. (G)**

4.4.4 Interpret new information based on cultural and social context.

**Collection Development: neighborhood, cardinal directions, land, natural resources, conservation, environmental effects**

<table>
<thead>
<tr>
<th>Standard 1-3: The student will demonstrate an understanding of how government functions and how government affects families.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-3.1</strong> Identify the basic functions of government, including making and enforcing laws and protecting citizens. (P)</td>
</tr>
<tr>
<td><strong>1-3.2</strong> Summarize of the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. (P)</td>
</tr>
<tr>
<td><strong>1-3.3</strong> Identify ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all. (P)</td>
</tr>
<tr>
<td><strong>1-3.4</strong> Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence. (P)</td>
</tr>
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<table>
<thead>
<tr>
<th>Standard 1-4: The student will demonstrate an understanding of the foundations and principles of American democracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-4.1</strong> Recognize the basic values of American democracy, including respect for the rights and opinions of others, understanding.</td>
</tr>
</tbody>
</table>

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

3.3.6 Use information and knowledge in the service of democratic values.

4.4.4 Interpret new information based on cultural and social context.

**Collection Development: government (citizens, laws, protection, freedom, equal opportunity), authority (school officials, public safety officers, government officials), public education, roads/highways, violence/disorderliness**
<table>
<thead>
<tr>
<th>Standard 1-5: The student will demonstrate an understanding of the role of citizens in the American democracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5.1 Recognize ways that all citizens can serve the common good, including serving as public officials and participating in the election process. (P)</td>
</tr>
<tr>
<td>1-5.2 Summarize the rule-making process in a <strong>direct democracy</strong> (everyone votes on the rules) and in a <strong>representative democracy</strong> (an elected group of people make the rules). (P)</td>
</tr>
</tbody>
</table>

- **Fair treatment for everyone, and respect for the rules by which we live.** (P)

1-4.2 Identify the different levels of government—local, state, and national. (P)

1-4.3 Recall the contributions made by historic and political figures to democracy in the United States, including George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Martin Luther King Jr., and Rosa Parks. (P, H)

| Collection Development: American democracy/values (rights, opinions, fair treatment, respect, rules; levels of government (local, state, national); U.S. historical/political figures (George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Martin Luther King Jr., Rosa Parks) |

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

3.3.6 Use information and knowledge in the service of democratic values.

4.4.4 Interpret new information based on cultural and social context.

| Collection Development: common good, service, public/elected officials, electoral process, direct democracy, representation democracy |

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

3.3.6 Use information and knowledge in the service of democratic values.

4.4.4 Interpret new information based on cultural and social context.
Standard 1-6: The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.

1-6.1 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain. (E)

1-6.2 Explain methods for obtaining goods and services, including buying with money and bartering. (E)

1-6.3 Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P)

1-6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent. (E)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.

Collection Development: scarcity, goods, services, buying, bartering, cooperation/compromise, producers and consumers, interdependence

GRADE 2

Communities Here and across the World

Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

2-1.1 Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities. (G, H, E, P)

2-1.2 Compare the historic traditions, customs, and cultures of various regions in the United States.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.
### Standard 2-2: The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

| 2-2.1 | Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. (G) |
| 2-2.2 | Recognize characteristics of the local region, including its geographic features and natural resources. (G, E) |
| 2-2.3 | Summarize the roles of various workers in the community, including those who hold government jobs there. (E) |
| 2-2.4 | Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there. (G, E, H) |
| 2-2.5 | Compare the history and features of the local community with those of different communities around the world. |

| 1.1.2 | Use prior and background knowledge as context for new learning. |
| 1.3.4 | Contribute to the exchange of ideas within the learning community. |
| 2.1.2 | Organize knowledge so that it is useful. |
| 2.3.1 | Connect understanding to the real world. |
| 2.4.3 | Recognize new knowledge and understanding. |
| 4.4.4 | Interpret new information based on cultural and social context. |

**Collection Development:** local community (e.g. Chapin/Ballentine/Lake Murray) and its history, places of interest, geographic features, natural resources, land use, urban/suburban/rural areas, workers, income.
<table>
<thead>
<tr>
<th>Standard 2-3: The student will demonstrate an understanding of origins, structure, and functions of local government.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P)</td>
</tr>
<tr>
<td>2-3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)</td>
</tr>
<tr>
<td>2-3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P)</td>
</tr>
</tbody>
</table>

**Collection Development:** local government - laws, people in authority (law enforcement, public safety officials), contribution to federal system, highway construction

<table>
<thead>
<tr>
<th>Standard 2-4: The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4.1 Identify on a map the continents and the major nation-states of the world and distinguish between these two entities. (P, G)</td>
</tr>
<tr>
<td>2-4.2 Summarize how nation-states interact with one another in order to conduct trade. (P, H, E, G)</td>
</tr>
</tbody>
</table>

**Collection Development:** continents, nation-states, trade
Standard 2-5: The student will demonstrate an understanding of trade and markets and the role of supply and demand in determining the price and allocation of goods within the community.

2-5.1 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing. (E)

2-5.2 Summarize the concept of supply and demand and explain its effect on price. (E)

2-5.3 Recognize that people’s choices about what they buy will determine what goods and services are produced. (E)

2-5.4 Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.

Collection Development: trade, markets, supply and demand, price, goods, services, natural/human/capital resources, buyers and sellers

GRADE 3

South Carolina Studies

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

3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on
3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. (G, P, E)

3-1.3 Categorize the six geographic regions of South Carolina—the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their different physical and human characteristics. (G)

3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)

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

3-2.1 Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country.” (G, P, E, H)

3-2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)

3-2.3 Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests. (G, H)

3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three cultural and social context.

**Collection Development:** South Carolina, landforms, river systems (Pee Dee River Basin, Santee River Basin, Edisto River Basin, Savannah River Basin, cities (Columbia, Charleston, Greenville), climate regions, geographic regions (Blue Ridge Mountains, Piedmont, Sand Hills, Inner Coastal Plain, Outer Coastal Plain, Coastal Zone), population distribution (natural resources, climate, agriculture, economic development).

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.

**Collection Development:** South Carolina, exploration/settlement (English, Spanish, French, "for king and country"), explorers (Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, William Hilton, sea/land routes, geographic features, climate, forests), Native American nations (culture, governance, geographic location, Cherokee, Catawba, Yemassee), European colonization.
principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)

3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)

3-2.6 Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina. (H, G)

3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (H, E, P, G)

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

3-3.1 Analyze the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina’s role in these events. (H, P, E)

3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the (settlers, Lords Proprietors, Royal colonial government, English from Barbados, other European groups), slavery (West Indies, slave trade, African Americans, plantation economy, Gullah culture, new foods, acts of resistance to white authority)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.
occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)

<table>
<thead>
<tr>
<th>3-3.3</th>
<th>Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. (H, P, G)</th>
</tr>
</thead>
</table>

| 3-3.4 | Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system. (P, G)  |

Collection Development: American Revolution (Tea Act, Intolerable Acts, rebellion, colonists, Declaration of Independence), British occupation of Charleston, partisan warfare (Thomas Sumter, Andrew Pickens, Francis Marion, Cowpens battle, Kings Mountain battle), South Carolina (state government, capital, government branches, representative bodies, cities/towns/counties)

*Only time the word "Analyze" is used in the K-5 Social Studies standards.*

<table>
<thead>
<tr>
<th>3-4.1</th>
<th>Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)</th>
</tr>
</thead>
</table>

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<tr>
<th>3-4.2</th>
<th>Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery. (H, E, P)</th>
</tr>
</thead>
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<tr>
<th>3-4.3</th>
<th>Explain the reasons for South Carolina’s secession from the Union, including the abolitionist movement, states’ rights, and the desire to defend South Carolina’s way of life. (H, P, E)</th>
</tr>
</thead>
</table>

| 3-4.4 | Outline the course of the Civil War and Reconstruction, and South Carolina’s role in these events. |

<table>
<thead>
<tr>
<th>1.1.2</th>
<th>Use prior and background knowledge as context for new learning.</th>
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<tr>
<th>1.3.4</th>
<th>Contribute to the exchange of ideas within the learning community.</th>
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<tr>
<th>2.1.1</th>
<th>Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</th>
</tr>
</thead>
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<table>
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<tr>
<th>2.1.2</th>
<th>Organize knowledge so that it is useful.</th>
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<tr>
<th>2.3.1</th>
<th>Connect understanding to the real world.</th>
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<tr>
<th>2.4.3</th>
<th>Recognize new knowledge and understanding.</th>
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<tr>
<th>4.4.4</th>
<th>Interpret new information based on cultural and social context.</th>
</tr>
</thead>
</table>

| Collection Development: South Carolina, pre-Civil War (cotton gin, slavery) secession from the Union (abolitionist movement, states' rights, SC way of life)  |

Standard 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina’s role in these events.
<table>
<thead>
<tr>
<th><strong>Standard 3-5:</strong> The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-5.1 Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns.</strong> (H, G, E)</td>
</tr>
<tr>
<td><strong>3-5.2 Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole.</strong> (H, P, E, G)</td>
</tr>
<tr>
<td><strong>3-5.3 Summarize the changes in South Carolina’s economy in the twentieth century, including the rise and fall of the cotton/textile markets.</strong> (H, P, E, G)</td>
</tr>
</tbody>
</table>

**War and South Carolina’s role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman’s march through South Carolina.** (H, G)

**3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions.** (H, E)

**3-4.6 Explain how the Civil War affected South Carolina’s economy, including destruction of plantations, towns, factories, and transportation systems.** (E, H)

**3-4.7 Summarize the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes.** (H, E, P)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.

**Collection Development:** South Carolina, late 19th century, 20th century, industry/technology developments (textiles, railroads, towns) state/local laws (Jim Crow laws, African Americans, South Carolinians), economic changes (rise/fall of cotton/
and the development of tourism and other industries. (E, H)

3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations. (H, E, G)

3-5.5 Explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps. (H, E, P)

3-5.6 Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (Briggs v. Elliott) and other public facilities and the acceptance of African Americans’ right to vote. (P, H)

3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)

textile markets, rise of tourism/other industries, emigration from SC, internal migration from rural areas to cities (unemployment, poor sanitation, transportation services, lack of electricity/modern conveniences in rural locations), Great Depression (poverty, unemployment), New Deal (Civilian Conservation Corps), civil rights movement (desegregation - Briggs v. Elliott, African Americans' right to vote), rights/responsibilities of contemporary South Carolinians

GRADE 4

United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of the exploration of the New World.

4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.
the expansion of international trade, and the technological advances in shipbuilding and navigation. (E, G, H, P)

4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle. (H, E, G)

4-1.3 Use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations—including the Spanish dominance in South America and the French, Dutch, and English exploration in North America—and summarize the discoveries associated with these expeditions. (G, H)

4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E)

**Standard 4-2:** The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.1 Use the land bridge theory to summarize and illustrate the spread of Native American populations. (G, H)

4-2.2 Compare the everyday life, physical environment, and culture of the major Native American cultural...
groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern. (G, H)

4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E)

4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P)

4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, P)

4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E)

4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E)

Collection Development: North American settlement, Native Americans (daily life, physical environment, culture -- Eastern Woodlands, Southeastern, Plains, Southwestern, Pacific Northwestern), land bridge theory, European colonists (lifestyles, government, religion/freedom of worship, economic opportunity -- English, Spanish, French), American colonies, slavery (indentured servitude, slave trade, Middle Passage, West Indies, New World, farming techniques, cooking styles, languages, goods - rice, indigo, sugar, tobacco, rum), colonial conflicts/cooperation (French and Indian Wars, slave revolts, Native American wars, trade -- Native Americans, Europeans, Africans)

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

4-3.1 Explain the political and economic factors leading to the
American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions. (E, P, H)

4-3.2 Summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette. (H, P)

4-3.3 Explain the major ideas and philosophies of government reflected in the Declaration of Independence. (P, H)

4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H)

4-3.5 Explain how the aid received from France, the Netherlands, and the alliances with Native American nations contributed to the American victory in the Revolutionary War. (H, G)

4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)

4-3.7 Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the
Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans. (H, P, G)

<table>
<thead>
<tr>
<th>Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.</th>
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</thead>
<tbody>
<tr>
<td>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 the national congress. (P, H)</td>
</tr>
<tr>
<td>4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches. (P, H)</td>
</tr>
<tr>
<td>4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government. (P, H)</td>
</tr>
<tr>
<td>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. (H, P)</td>
</tr>
<tr>
<td>4-4.5 Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process. (P, H)</td>
</tr>
<tr>
<td>4-4.6 Illustrate how the ideals of</td>
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</table>

1.1.2 Use prior and background knowledge as context for new learning.
1.3.4 Contribute to the exchange of ideas within the learning community.
2.1.2 Organize knowledge so that it is useful.
2.3.1 Connect understanding to the real world.
2.4.3 Recognize new knowledge and understanding.
4.1.8 Use creative and artistic formats to express personal learning.
4.4.4 Interpret new information based on cultural and social context.

Collection Development: America, a new nation, Articles of Confederation, United States Constitution (rights of the individual, protect the common good, limit the powers of government), state/national government, national congress (representation of individuals and states), 3 branches of government, checks and balances, Bill of Rights, early leaders (George Washington, John Adams, Alexander Hamilton, John Marshall, James Madison), democracy (citizen responsibilities, active role in civil process), Declaration of Independence, equality/inequality (Three-Fifths Compromise, Fugitive Slave Acts), political parties (1790s - Alexander Hamilton, Thomas Jefferson)
equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H)

4-4.7 Compare the social and economic differences of the two political parties that began to form in the 1790s, led by Alexander Hamilton and Thomas Jefferson. (H, P, E)

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

4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H)

4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land. (G, E, H)

4-5.3 Summarize the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired. (G, E, H)

4-5.4 Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans’ taking over the land, breaking treaties, and massacring the Native American people; the Indian Removal Act of 1830; and the Seminole Wars. (H, G, (P, E)

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2.4.3 Recognize new knowledge and understanding.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.4 Interpret new information based on cultural and social context.

Collection Development: westward expansion, expeditions, explorations (geographic features), explorers (Daniel Boone, Lewis and Clark, Zebulon Pike), motives (manifest destiny, economic opportunities/trade, rich land availability), territorial acquisitions (Louisiana Purchase, Florida Purchase, Northwest Territory treaty, annexation of Texas, Mexican Cession), Native American resistance (affected by broken treaties, overtaken land, massacres, Indian Removal Act of 1830, Seminole Wars), migration/destination/trade routes (Sante Fe trail, Oregon trail, experiences of different groups—cooperation/conflict/daily lives), slavery (legislation/events in the territories—Northwest Ordinance of
<table>
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<tr>
<th>Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.</th>
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</thead>
<tbody>
<tr>
<td><strong>4-6.1</strong> Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H)</td>
</tr>
<tr>
<td><strong>4-6.2</strong> Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison. (H, P)</td>
</tr>
<tr>
<td><strong>4-6.3</strong> Explain how specific events</td>
</tr>
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</table>

| 1787, Missouri Compromise, annexation of Texas, Compromise of 1850, Kansas-Nebraska Act, Dred Scott decision |

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.

Collection Development: Civil War (pre and post), industrial North/agricultural South (economy, geographic characteristics, boundaries, way of life in each region), abolitionist movement/Underground Railroad (Harriet Tubman, John Brown, Frederick Douglass, Harriet...
and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states’ rights, the election of 1860, and secession. (H, G, E)

4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War—including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox—and the role of African Americans in the War. (H, G, E)

4-6.5 Compare the roles and accomplishments of key figures of the Civil War, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee. (H, P)

4-6.6 Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole. (H, P, G, E)

GRADE 5

United States Studies: 1865 to the Present

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

5-1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln’s assassination on the course of Reconstruction. (P, H, E)

5-1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. (P, H, E)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.
Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)

5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen’s Bureau. (P, G, E, H)

5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E, P)

5-1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (P, G, E, H)

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

5-2.1 Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affect travel to the West and thus the settlement of that region. (G, H)

5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. (G)

5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their

<table>
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<tr>
<th>4.4.4 Interpret new information based on cultural and social context.</th>
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</thead>
<tbody>
<tr>
<td>Collection Development: Reconstruction, assassination of Abraham Lincoln, Constitutional Amendments (13th, 14th, 15th provisions), African Americans (protected rights, enhanced political/social/economic opportunities, restrictions, motivations to relocate to North/West, Freedmen's Bureau), effects of Reconstruction on different groups (farms to factories, plantation system to sharecropping), discriminatory laws/groups (effect on African Americans in different U.S. regions)</td>
</tr>
</tbody>
</table>

| 1.1.2 Use prior and background knowledge as context for new learning. |
| 1.3.4 Contribute to the exchange of ideas within the learning community. |
| 2.1.2 Organize knowledge so that it is useful. |
| 2.3.1 Connect understanding to the real world. |
| 2.4.3 Recognize new knowledge and understanding. |
| 4.1.8 Use creative and artistic formats to express personal learning. |
| 4.4.4 Interpret new information based on cultural and social context. |

Collection Development: continued westward expansion, travel/settlement,
5-2.4 Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants. (E, H)

5-2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement. (P, G, E, H)

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

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. (E, H)

5-3.2 Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein. (H)

5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. (P, G, E, H)

5-3.4 Summarize the significance of

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.

**Collection Development:** United States becoming a world power, domestic/foreign developments, Industrial Revolution, new inventions/technologies (mass production, transportation, light bulb, telegraph, telephone), inventors/inventions/scientists/discoveries (Thomas Edison, Alexander Graham Bell, Wright Brothers, Albert Einstein), immigration/urbanization (immigrants in the work force, growth of cities, agrarian to an industrial economy, big business), immigrants (early 1900s, countries they came from, opportunities/resistance
large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. (P, G, E, H)

5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. (P, G, E, H)

5-3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I. (P, G, H)

<table>
<thead>
<tr>
<th>Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.</th>
</tr>
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<tbody>
<tr>
<td>5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (P, E, H)</td>
</tr>
<tr>
<td>5-4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (P, G, E, H)</td>
</tr>
<tr>
<td>5-4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New</td>
</tr>
<tr>
<td>5-4.4 Interpret new information based on cultural and social context.</td>
</tr>
</tbody>
</table>

Collection Development: economic boom-and-bust, 1920s/30s/40s, 1920s (improved standard of living, new technology--automobiles/airplanes/radio/movies, Harlem Renaissance, Great Migration, Prohibition, racial/ethnic conflict), stock market crash of 1929, Great Depression (economic weakness, unemployment, failed banks/businesses, migration from rural areas, economic downturn).
Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (P, E, H)

5-4.4 Explain the principal events related to the United States’ involvement in World War II—including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)

5-4.5 Summarize the political and social impact of World War II, including changes in women’s roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments. (P, E, H)

5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)

5-4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)

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

5-5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs. (G, H)

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.
5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology. (E, P, H)

5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, Brown v. Board of Education, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)

5-5.4 Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War. (P, G, E, H)

5-5.5 Explain the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC). (P, H, E, G)

Standard 5-6: The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.

5-6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia. (P, G, H)

5-6.2 Explain how humans change the physical environment of regions

4.4.4 Interpret new information based on cultural and social context.


1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

4.4.4 Interpret new information based on cultural and social context.
and the consequences of such changes, including use of natural resources and the expansion of transportation systems. (P, G, E)

5-6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems. (E, H)

5-6.4 Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies. (G, H)

5-6.5 Summarize the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism. (P, H, G, E)

5-6.6 Compare the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states. (P, H)

Collection Development: 1992 to present, fall of Soviet Union and satellite/communist states, regions of U.S. political involvement (Middle East, Central America, Caribbean, Africa, European Balkans, Asia), effects of humans on physical environments (consequences--use of natural resources, expanded transportation systems), technological innovations (changes in daily life/economy/culture--computers, electronics, satellites, mass communication systems), cultural exchange between U.S. and other countries (popular culture [American influence and vice versa]--music, fashion, food, movies), U.S. foreign policy changes (globalization of trade, war on terrorism), U.S. position on the world stage--post WWI, WWII, and collapse of communism
I created a Tagxedo (word cloud) of the SC K-5 Social Studies standards by copying and pasting the "activity" for each strand. Do you notice a trend here (i.e. focus on lower-level skills versus higher-order thinking skills)? *Note: The bigger the word, the more frequently it occurs. For example, Explain and Summarize fall under the low-level category of "Understand" in Bloom's Revised Taxonomy while the more complex activities of Analyze and Construct are teeny-tiny in size because they are only mentioned one time.

**Blooms’s Revised Taxonomy**

Activities highlighted in blue within the strands signifies levels 3-6 of Bloom's Revised Taxonomy (Apply, Analyze, Evaluate, Create) which are higher-order cognitive skills. (Red text signifies any activity written in the strands.)

1. Remember
   - Recognize
   - Recall

2. Understand
   - Interpret
   - Exemplify (Provide examples)
   - Classify
   - Summarize
   - Compare
   - Explain
   - Identify
   - Locate
   - Match
   - Categorize
Infer

3. Apply
   Demonstrate
   Illustrate
   Execute
   Implement

4. Analyze
   Outline
   Differentiate
   Organize
   Attribute

5. Evaluate
   Check
   Critique
   Judge

6. Create
   Construct
   Generate
   Plan
   Produce