

South Carolina Social Studies Academic Standards



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Columbia, South Carolina**

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SOUTH CAROLINA DEPARTMENT OF EDUCATION

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Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Standards

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

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

Statewide Assessment

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

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

Definitions of Key Terms

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

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

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

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

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

content and the cognitive processes identified in the indicators. The majority of the indicators in social studies address conceptual knowledge and are categorized as *understanding*, which fosters transfer and meaningful learning rather than rote learning and memorization.

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

Revised Organization and Content of the Social Studies Standards Document

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

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

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

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

Social Studies Curriculum Support Document

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

Social Studies Standards

Page Format

GRADE 1

Foundations of Social Studies: Families

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

Enduring Understanding

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

Indicators

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

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

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

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

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

Social Studies Literacy Skills for the Twenty-First Century

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

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

(Required)

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.
- USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.
- USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.
- USHC-1.4 Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.
- USHC-1.5 Explain how the fundamental principle of **limited government** is protected by the Constitution and the Bill of Rights, including **democracy**, **republicanism**, federalism, the **separation of powers**, the system of **checks and balances**, and individual rights.
- USHC-1.6 Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.
- USHC-1.7 Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.

Social Studies Literacy Skills for the Twenty-First Century

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC-2.1 Summarize the impact of the westward movement on nationalism and **democracy**, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian **democracy** as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.
- USHC-2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.
- USHC-2.3 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.
- USHC-2.4 Compare the social and cultural characteristics of the North, the South, and the West during the **antebellum** period, including the lives of African Americans and social reform movements such as **abolition** and women's rights.

Social Studies Literacy Skills for the Twenty-First Century

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC-3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states' rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.
- USHC-3.2 Summarize the course of the Civil War and its impact on **democracy**, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.
- USHC-3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.
- USHC-3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of **Jim Crow laws** and voter restrictions on African American rights in the post-Reconstruction era.
- USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Social Studies Literacy Skills for the Twenty-First Century

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

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

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the **culture** of Native American peoples.
- USHC-4.2 Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad **subsidies**, tariffs, and labor policies; and the expansion of international markets.
- USHC-4.3 Evaluate the role of **capitalism** and its impact on **democracy**, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of **entrepreneurs**, the rise of business through monopoly and the influence of business ideologies.
- USHC-4.4 Explain the impact of industrial growth and **business cycles** on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.
- USHC-4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of **ethnic** neighborhoods, the role of **political machines**, and the migration of African Americans to the North, Midwest, and West.
- USHC-4.6 Compare the accomplishments and limitations of the women's **suffrage** movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

Social Studies Literacy Skills for the Twenty-First Century

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC-5.1 Analyze the development of American expansionism, including the change from **isolationism** to intervention and the rationales for **imperialism** based on Social Darwinism, expanding **capitalism**, and domestic tensions.
- USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
- USHC-5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt’s “big stick diplomacy,” William Taft’s “dollar diplomacy,” and Woodrow Wilson’s “moral diplomacy” and changing worldwide perceptions of the United States.
- USHC-5.4 Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson’s leadership in the Treaty of Versailles and the creation of the League of Nations.
- USHC-5.5 Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate’s refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.

Social Studies Literacy Skills for the Twenty-First Century

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

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

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC-6.1 Explain the impact of the changes in the 1920s on the economy, society, and **culture**, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass **culture**, and the cultural changes exemplified by the Harlem Renaissance.
- USHC-6.2 Explain the causes and effects of the social change and conflict between traditional and modern **culture** that took place during the 1920s, including the role of women, the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.
- USHC-6.3 Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.
- USHC-6.4 Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

Social Studies Literacy Skills for the Twenty-First Century

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

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

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

- USHC-7.1 Analyze the decision of the United States to enter World War II, including the nation’s movement from a policy of **isolationism** to international involvement and the Japanese attack on Pearl Harbor.
- USHC-7.2 Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.
- USHC-7.3 Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.
- USHC-7.4 Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.
- USHC-7.5 Analyze the impact of the **Cold War** on national security and individual freedom, including the **containment** policy and the role of military alliances, the effects of the “Red Scare” and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.
- USHC-7.6 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer **culture** and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and **demographic patterns**, and the roles of women in American society.

Social Studies Literacy Skills for the Twenty-First Century

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

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

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

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

UNITED STATES HISTORY AND THE CONSTITUTION

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

Enduring Understanding

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

Indicators

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

Social Studies Literacy Skills for the Twenty-First Century

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

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

Appendix A

Social Studies Literacy Skills for the Twenty-First Century

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

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

Literacy Skills for Social Studies

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

Literacy Skills for Social Studies

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

PARTNERSHIP FOR THE 21ST CENTURY SKILLS

Grades K–3	Grades 4–5	Grades 6–8	High School
Use a wide range of idea-creation techniques.	Create new solutions to problems.	Elaborate and refine ideas in order to improve and maximize creative efforts.	Analyze and evaluate ideas in order to improve and maximize creative efforts.
Share thoughts and ideas willingly.	Listen to and discuss the ideas of others.	Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing.	Communicate effectively in diverse environments by using media and technology.
Work in teams to learn collaboratively.	Demonstrate the ability to work effectively and respectfully with teams of diverse individuals.	Demonstrate the ability and willingness to make compromises to accomplish a common team goal.	Assume shared responsibility for collaborative work and value the contributions made by each team member.
Generate writing that expresses a main idea and uses supporting details to establish that idea.	Generate writings that express a main idea and uses supporting details to establish that idea for a variety of audiences.	Create a thesis supported by research to convince an audience of its validity.	Create a research paper with a thesis supported by evidence and sound arguments.

LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND OTHER TECHNICAL SUBJECTS

Ask and answer questions to demonstrate his or her understanding of a text, using the text as the basis for the answers.	Cite details from a text to support conclusions made from that text.	Cite specific textual evidence to support the analysis of primary and secondary sources.	Utilize contextual information to support the analysis of primary and secondary sources.
Use visual elements as aids to understand where, when, why, and how.	Interpret visual information to deepen his or her understanding.	Integrate information from a variety of media sources with print or digital text in an appropriate manner.	Synthesize ideas and data to determine their validity and authenticity.

Appendix B

Social Studies Standards Glossary

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

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

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

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

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

Appendix C

Revised Bloom's Taxonomy

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

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

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

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

Table 1: The Knowledge Dimension

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

From Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Educational Objectives*, © 2001. Published by Allyn and Bacon, Boston, MA. © 2001 by Pearson Education. Reprinted by permission of the publisher.

Table 2: The Cognitive Process Dimension

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

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

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