United States History and the Constitution

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

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

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

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

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

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

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

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

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

Natural Rights and Social Development – The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

United States History and the Constitution Deconstructed Skills

Indicator	Expression
CO: Comparison- Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.	To demonstrate their ability to use the skill of **comparison**, students should: • identify the characteristics of historical events over time, place, and culture. • categorize historical events according to similarities and differences. • construct conclusions about historical events. • analyze the reasons for similarities and differences.
CE: Causation- Evaluate significant turning points, including related causes and effects that affect historical continuity and change.	To demonstrate their ability to use the skill of **causation**, students should: • justify the long-term and short-term causes and consequences of significant events. • categorize and compare causes and consequences of various historical events. • differentiate causation from correlation or context.
P: **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.	To demonstrate their ability to think in terms of **periodization**, students should: • identify major turning points in American history. • define and understand the characteristics of an era. • describe the methods by which historians categorize events into eras. • summarize major events and developments according to historical eras and themes.
CX: Context- Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.	To demonstrate their ability to use **context**, students should: • distinguish events based on time and place. • establish connections between relative historical topics. • connect specific events to broad historical themes and developments.
CC: Continuities and Changes- Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.	To demonstrate their ability to understand **continuities and changes**, students should: • define continuity and change. • identify patterns of continuity and change chronologically and thematically. • compare the relative importance of continuities and changes among and transcending periods.
E: Evidence- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	To demonstrate their ability to use **evidence** in the study of history, students should: • use historical thinking skills to weigh primary sources and identify point of view, including the effect of the author's position, group affiliation, or specific beliefs. • discern similarities and differences among multiple

Indicator	Expression
	points of view. • utilize multiple points of view to construct a historical argument.

United States History and the Constitution Standards

Key Concepts	Standards	
Foundations of American Republicanism	**Standard 1:** Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.	
	Enduring Understanding: The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.	
	The student will:	
	USHC.1.CO	Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis. This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government. This indicator was written to encourage inquiry into how these differences prompted the thirteen colonies to see themselves as exceptionally American by 1754.
	USHC.1.CE	Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791. This indicator was developed to encourage inquiry into the relative causes and effects of the American Revolution through an analysis of the political and social progression of colonial desires for reform to colonial desires for independence. In addition, this indicator encourages inquiry into the impact of early founding documents such as the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist Papers and the Bill of Rights.
	USHC.1.P	Summarize the changing relationship between individuals and the government during the period 1607–1800. This indicator was developed to encourage inquiry into how the concept of federalism took hold in the early United States. In addition, this indicator promotes inquiry into the progression from

Key Concepts	Standards	
		a nation skeptical of a strong central government to a nation accepting of a division of power between the states and federal government.
	USHC.1.CX	Contextualize significant republican developments within North America's connection to the Atlantic World. This indicator was developed to encourage inquiry into events in North America and Europe that sparked ideas of republicanism in the British colonies. This indicator was developed to encourage inquiry into how republican ideals helped some citizens, though marginalized groups still sought better opportunities and treatment.
	USHC.1.CC	Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789–1815. This indicator was developed to encourage inquiry into the continued debates over the role of the federal government in the affairs of states and citizens as evidenced in the development of the two party system. In addition, this indicator supports inquiry into the relationship of the United States with Europe and Native Americans in the west.
	USHC.1.E	Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.
Expansion and Union	**Standard 2:** Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.	
	Enduring Understanding: The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during, and after the Civil War.	
	The student will:	
	USHC.2.CO	Compare the economic, political, and social, development of the antebellum North and South from 1803–1860 using a comparative analysis.

Key Concepts	Standards	
		This indicator was developed to encourage inquiry into sectionalism through an analysis of the emergence of a national market, changes in the two-party system, and effects on marginalized groups. Inquiry into the regional interdependence exemplified by the relationship between the cotton industry in the South and the factory system of the North is also supported by the indicator.
	USHC.2.CE	Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803–1865. This indicator was developed to encourage inquiry into the causes of American expansion, such as a growing and diversifying population and the expansion of the plantation economy. This indicator promotes inquiry into the relationship between sectionalism and political compromise, culminating in the Civil War.
	USHC.2.P	Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815–1865. This indicator was developed to encourage inquiry into how technology fostered the growth of the cotton industry, the factory system, and urban centers. In addition, this indicator facilitates inquiry into how the Abolitionist Movement and Women's Rights Movements encouraged reforms.
	USHC.2.CX	Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830–1877. This indicator was developed to encourage inquiry into how events such as the Indian Removal Act, the Civil War, and Reconstruction prompted examination of the federal government's role in protecting natural rights. In addition, this indicator supports inquiry into instances where disputes arose over the power of the federal government over state governments.
	USHC.2.CC	Differentiate the patterns of continuity and change within the development of sectionalism and reunion. This indicator was developed to encourage inquiry into how the legislative and judicial branches responded to sectionalism,

Key Concepts	Standards	
		emancipation, westward expansion, and early industrialization. Inquiry into Reconstruction as a significant political and social turning point in United States history is supported by this indicator.
	USHC.2.E	Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.
Capitalism and Reform	**Standard 3:** Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.	
	Enduring Understanding: Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.	
	The student will:	
	USHC.3.CO	Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement. This indicator was developed to encourage inquiry into the economic, political, and social differences between industrial leaders and labor leaders. This indicator encourages inquiry into the post-Civil War growth of wealth, the conditions of the working class, and the response to industrialization and urbanization.
	USHC.3.CE	Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877–1924. This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party. This indicator supports inquiry into the multifaceted objectives of the Progressive Movement, including political and social reforms, which influenced both political parties of the period and resulted in lasting legislation.
	USHC.3.P	Examine the relationship between the expanding corporate economy and American government during the period 1862–1924. This indicator was developed to encourage inquiry into the economic transformation in the late 19th and early 20th century

Key Concepts	Standards	
		resulting largely from technological innovations, corporate structures and government policies. This indicator also promotes inquiry into Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west.
	USHC.3.CX	Contextualize demographic changes resulting from economic development and growth during the Gilded Age. This indicator was developed to encourage inquiry into factors influencing migration and immigration such as federal support for settlement of western territories, increased industrialization and employment opportunities in major cities, and emergence of ethnic neighborhoods. This indicator was designed to support inquiry into additional factors influencing migration and immigration, such as refugees escaping from poverty, political turmoil, racial conflict, and natural disasters.
	USHC.3.CC	Analyze significant developments in the settlement of the frontier between 1862–1924. This indicator was developed to encourage inquiry into the changing economy of the west as well as the popularized concept of the "closing of the frontier." Inquiry into the American west possessing a diverse population consisting of African Americans, Hispanic, Native American, and immigrants from Europe and Asia is supported by this indicator.
	USHC.3.E	Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.
Modernism and Intervention ism	**Standard 4:** Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.	
	Enduring Understanding: Increasing global intervention led to opposing points of view regarding America's proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.	
	The student will:	
	USHC.4.CO	Develop a comparative analysis of the motives for and outcomes

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

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

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