

Draft 2026 South Carolina 3-5 College and Career Ready Social Studies and Civics Standards

3rd Grade

South Carolina: Our History in Early America, Geography, and Communities

Standard 3.1 Use maps to identify South Carolina's regions and explain how migration, geography, natural resources, and economic activities influenced settlement, growth, and human activity.

<i>Indicator</i>	<i>Indicator Insight</i>
3.1.1 Identify and locate South Carolina's six geographic regions, major rivers, cities, and physical features. (Geo)	Teacher Emphasis: Instruction should emphasize the major geographic features of South Carolina and how maps help organize information about places. Teachers should guide students in locating the state's six geographic regions, major rivers, major cities, and significant physical features using a variety of maps. Examples may include the Blue Ridge, Piedmont, Sandhills, Inner Coastal Plain, Outer Coastal Plain, Coastal Zone, Savannah River, Congaree River, Saluda River, Pee Dee River, Charleston, Columbia, and Port Royal. The focus is on building geographic knowledge of South Carolina and using location as a foundation for understanding settlement, transportation, and economic activity.
3.1.2 Explain how geography and natural resources influenced patterns of settlement in South Carolina. (Geo, H)	Teacher Emphasis: Instruction should emphasize how geography and natural resources influenced settlement patterns in South Carolina. Teachers should help students connect community locations to the availability of transportation, fertile land, waterways, natural resources, and economic opportunities. Examples may include settlements near rivers, ports, farmland, forests, and trade routes. The focus is on explaining how access to transportation, natural resources, and other geographic features influenced settlement patterns
3.1.3 Describe the climate, landforms, and natural resources found in South Carolina. (Geo)	Teacher Emphasis: Instruction should emphasize the physical characteristics of South Carolina's geographic regions. Teachers should help students describe the climate, landforms, and natural resources found across the state and connect those features to how people live and work. Examples may include mountains, rivers, coastal areas, forests, fertile soil, and regional climate patterns. The focus is on understanding how the natural environment shapes human activity in South Carolina.
3.1.4 Explain how rivers, transportation routes, and trade contributed to the growth of communities in South Carolina. (E, Geo)	Teacher Emphasis: Instruction should emphasize how rivers, transportation routes, and trade contributed to the growth of communities in South Carolina. Teachers should help students connect waterways, roads, ports, and trade networks to settlement, economic activity, and community development. Examples may include river travel, port cities, agricultural trade, and movement of goods across the state. The focus is on understanding how transportation and trade helped communities grow.
3.1.5 Explain how migration affected population growth and settlement patterns in South Carolina. (Geo, H)	Teacher Emphasis: Instruction should emphasize how migration affected population growth and settlement patterns in South Carolina. Teachers should help students explain how the movement of people influenced where communities were established and grew. They should also investigate how migration affected the state's population over time. Examples may include

	migration to areas with fertile land, waterways, natural resources, and economic opportunities. The focus is on understanding how population movement shaped settlement and community development.
Standard 3.2 Explain the histories and cultures of Native Americans and early settlers in South Carolina and the region.	
<i>Indicator</i>	<i>Indicator Insight</i>
3.2.1 Use maps to identify where Native American tribes lived in South Carolina. (Geo, H)	Teacher Emphasis: Instruction should emphasize the relationship between Native American communities and the geography of South Carolina. Teachers should help students use maps to locate where major Native American tribes lived and connect those locations to nearby landforms, waterways, and natural resources. Examples may include examining tribal locations in relation to rivers, coastal areas, forests, and other environmental features. The focus is on understanding how characteristics of places influenced the lives of Native American communities in South Carolina.
3.2.2 Compare the cultures and traditions of Native American tribes in South Carolina including how their geographic location and access to natural resources influenced the way they lived. (Geo, H)	Teacher Emphasis: Instruction should emphasize similarities and differences among Native American tribes in South Carolina. Teachers should help students compare how geography and access to natural resources influenced housing, food, transportation, clothing, tools, traditions, and ways of life. Examples may include the ways communities used rivers, forests, coastal resources, and regional landforms. The focus is on understanding Native American cultures within the geographic contexts in which those cultures developed.
3.2.3 Describe why Spanish, French, and English explorers came to North America and to South Carolina. (H)	Teacher Emphasis: Instruction should emphasize European exploration in South Carolina within the broader context of exploration in North America. Teachers should help students examine the motivations of Spanish, French, and English explorers before connecting those motivations to activity in the South Carolina region. Examples may include the search for wealth, trade, land, resources, new routes, and settlements. The focus is on understanding why European nations explored and attempted to establish a presence in North America and South Carolina.
3.2.4 Summarize examples of cooperation and conflict between Native Americans and settlers. (H)	Teacher Emphasis: Instruction should emphasize examples of cooperation and conflict between Native Americans and European settlers. Teachers should help students examine how interactions shaped South Carolina's early history. Examples may include trade, alliances, cultural exchange, land disputes, competition for resources, and conflict over settlement. The focus is on understanding that early relationships included both collaboration and tension.
3.2.5 Explain how trade and the exchange of goods connected different groups. (E, H)	Teacher Emphasis: Instruction should emphasize trade and exchange as connections among Native Americans, Europeans, and Africans in early South Carolina. Teachers should help students examine how goods, ideas, technologies, and resources moved among groups and influenced relationships. Examples may include

	trade networks, tools, crops, knowledge of the land, and cultural exchange. The focus is on understanding how the exchange of goods connected groups while also shaping cooperation, conflict, and change.
Standard 3.3 Describe life in South Carolina and early America during the colonial period.	
<i>Indicator</i>	<i>Indicator Insight</i>
3.3.1 Describe the settlement and development of colonial South Carolina under the Lords Proprietors and later the royal government. (E, Gov, H)	Teacher Emphasis: Instruction should emphasize the settlement and political development of colonial South Carolina. Teachers should help students examine how South Carolina changed under the Lords Proprietors and later under royal government, including reasons for colonial growth and changes in leadership. Examples may include settlement patterns, economic opportunities, colonial governance, and the transition from proprietary to royal control. The focus is on understanding how colonial leadership and settlement shaped the development of South Carolina.
3.3.2 Compare colonial South Carolina to the other regions of English colonies through economy, religion, and colonial government. (E, Geo, Gov, H)	Teacher Emphasis: Instruction should emphasize comparison among colonial regions in English North America. Teachers should help students examine how colonial South Carolina and the Southern Colonies differed from the New England and Middle Colonies in economy, religion, government, geography, and daily life. Examples may include agricultural systems, trade, settlement patterns, religious practices, and forms of colonial government. The focus is on understanding regional differences that shaped colonial development.
3.3.3 Explain how geographic features influenced settlement, transportation, and trade in colonial South Carolina. (E, Geo, H)	Teacher Emphasis: Instruction should emphasize the influence of geographic features on colonial settlement, transportation, and trade in South Carolina. Teachers should help students connect rivers, ports, fertile land, and coastal access to the movement of people and goods. Examples may include settlements near waterways, agricultural development, port cities, and trade routes. The focus is on understanding how geography shaped economic and community development in colonial South Carolina.
3.3.4 Describe how agriculture, trade, and enslaved labor contributed to South Carolina's colonial economy. (E, H)	Teacher Emphasis: Instruction should emphasize the role of agriculture, trade, and enslaved labor in South Carolina's colonial economy. Teachers should help students connect economic growth to crops, trade networks, and labor systems while recognizing the human impact of slavery. Examples may include rice, indigo, plantation agriculture, port trade, and the forced labor of enslaved Africans. The focus is on understanding how colonial economic systems developed and how slavery shaped South Carolina's economy and society.
3.3.5 Compare the experiences and perspectives of various people groups living in colonial North America including large landowners, small farmers, artisans, clergy, merchants, women, children, indentured servants, enslaved and free blacks, and Native Americans. (E, H)	Teacher Emphasis: Instruction should emphasize comparison of experiences and perspectives in colonial North America. Teachers should help students examine how daily life, opportunities, rights, responsibilities, and perspectives varied by social status, occupation, gender, race, and legal status. Examples may include large landowners, small farmers, artisans, clergy, merchants, women, children, indentured servants, enslaved and free Blacks,

	and Native Americans. The focus is on understanding similarities and differences across groups in colonial society.
Standard 3.4 Describe South Carolina's role in the American Revolution, including important causes, events, people, and outcomes.	
<i>Indicator</i>	<i>Indicator Insight</i>
3.4.1 Explain the causes of the American Revolution and South Carolina's role in the movement for independence. (H)	Teacher Emphasis: Instruction should emphasize the political, economic, and social causes of the American Revolution and South Carolina's role in the movement for independence. Teachers should help students connect colonial concerns to the broader conflict with Great Britain. Examples may include taxation, representation, trade restrictions, colonial rights, and local support for independence. The focus is on understanding why the American Revolution began and how South Carolina participated in the movement toward independence.
3.4.2 Compare the perspectives of Patriots and Loyalists. (H)	Teacher Emphasis: Instruction should emphasize differing perspectives during the American Revolution. Teachers should help students compare why some colonists supported independence while others remained loyal to Great Britain. Examples may include differences in personal experiences, economic interests, political beliefs, family connections, and geographic location. The focus is on understanding how people interpreted the same conflict in different ways.
3.4.3 Describe the experiences of women, Native Americans, and Africans during the American Revolution. (H)	Teacher Emphasis: Instruction should emphasize the experiences of different groups during the American Revolution in South Carolina. Teachers should help students examine how the war affected women, Native Americans, free and enslaved Africans, and other groups in different ways. Examples may include changes in responsibilities, opportunities, challenges, alliances, and daily life during wartime. The focus is on understanding how a person's role, status, and circumstances shaped their experience during the American Revolution.
3.4.4 Explain the significant battles and turning points of the American Revolution including major battles and events in South Carolina. (H)	Teacher Emphasis: Instruction should emphasize major battles, military campaigns, and turning points of the American Revolution, with attention to South Carolina's role. Teachers should help students connect significant events to the outcome of the war. Examples may include Sullivan's Island, Camden, Cowpens, Kings Mountain, Ninety Six, Eutaw Springs, and the backcountry campaign as developmentally appropriate. The focus is on understanding how military events in South Carolina contributed to the overall outcome of the Revolutionary War.
3.4.5 Explain the contributions of important military and political leaders during the Revolution including those from South Carolina. (H)	Teacher Emphasis: Instruction should emphasize the contributions of military and political leaders during the American Revolution. Teachers should help students understand how leaders' decisions, strategies, and actions contributed to the outcome of the war. Examples may include Francis Marion, Thomas Sumter, Andrew Pickens, Charles Pinckney, Christopher Gadsden, George Washington, Nathanael Greene, and Lord Cornwallis as appropriate. The focus is on understanding how leadership

	influenced events during the American Revolution in South Carolina and the broader war.
3.4.6 Summarize the effects of the American Revolution on South Carolina and the United States. (H)	Teacher Emphasis: Instruction should emphasize the political, economic, and social effects of the American Revolution on South Carolina and the United States. Teachers should help students connect independence to changes in government, society, and economic life. Examples may include the creation of a new nation, changes in political authority, disruptions from war, and shifts in South Carolina's role within the United States. The focus is on understanding how the American Revolution changed both South Carolina and the nation.
3.4.7 Describe how civic virtues such as courage, perseverance, service, sacrifice, integrity, and patriotism influenced the actions of individuals during the American Revolution and helped shape South Carolina communities. (C)	Teacher Emphasis: Instruction should emphasize examples of courage, perseverance, service, sacrifice, integrity, and patriotism demonstrated by individuals in South Carolina during the American Revolution and other significant periods in the state's history. Teachers should help students examine the choices people made, the challenges they faced, and the impact of their actions on their communities and the development of South Carolina. Examples may include military leaders, political leaders, community members, and other individuals who worked for causes they believed would benefit others. The focus is on understanding how civic virtues influence individual actions and contribute to strong communities and responsible citizenship.
Standard 3.5 Describe the structure and purposes of local and state government in South Carolina and ways citizens participate in community life, including commerce, philanthropy, and civic organizations.	
<i>Indicator</i>	<i>Indicator Insight</i>
3.5.1 Explain why governments are created and the services they provide to communities. (C, Gov)	Teacher Emphasis: Instruction should emphasize why governments are created and how they support communities. Teachers should help students connect the purposes of government to familiar services and community needs. Examples may include public schools, police and fire protection, libraries, parks, roads, sanitation, public safety, and protection of rights. The focus is on helping students understand that governments help maintain order, provide services, promote safety, protect rights, and address shared needs.
3.5.2 Identify the three branches of South Carolina state government and their responsibilities. (C, Gov)	Teacher Emphasis: Instruction should emphasize the structure and responsibilities of South Carolina's state government. Teachers should help students identify the legislative, executive, and judicial branches and connect each branch to its primary role in serving citizens. Examples may include making laws, carrying out laws, and interpreting laws. The focus is on understanding how the three branches allocate responsibilities within state government.
3.5.3 Compare the responsibilities of local and state government. (C, Gov)	Teacher Emphasis: Instruction should emphasize comparison between local and state government responsibilities. Teachers should help students examine the services each level of government provides and how those services meet community needs. Examples may include local services such as roads, parks, police and fire protection, and state services such as highways,

	education systems, and statewide laws. The focus is on understanding that local and state governments have different responsibilities while working together to serve communities.
3.5.4 Describe ways citizens participate in their communities. (C)	Teacher Emphasis: Instruction should emphasize ways in which citizens contribute to their communities. Teachers should help students connect civic participation to actions that support the common good. Examples may include volunteer service, philanthropy, commerce, community organizations, voting when eligible, and helping neighbors. The focus is on understanding that citizens can positively affect communities in many ways regardless of age.
3.5.5 Describe the rights and responsibilities of citizens. (C)	Teacher Emphasis: Instruction should emphasize the rights and responsibilities of citizens. Teachers should help students connect rights protected by law to responsibilities that support the common good. Examples may include freedom of speech, freedom of religion, equal protection under the law, obeying laws, respecting the rights of others, participating in civic life, and making informed decisions. The focus is on understanding citizenship as both a balance of rights, protections, and responsibilities.

4th Grade

United States History: Foundations, Expansion, Sectional Conflict

Standard 4.1 Explain how the United States became a new nation after the American Revolution, including how the Declaration of Independence and the U.S. Constitution shaped the structure and purposes of government.

<i>Indicator</i>	<i>Indicator Insight</i>
4.1.1 Explain the weaknesses of the Articles of Confederation and how Shays' Rebellion exposed these weaknesses and led the Constitutional Convention. (H)	Key Concepts: Articles of Confederation, weaknesses of the Articles of Confederation, Shays' Rebellion, civil unrest, governance challenges, Constitutional Convention, U.S. Constitution Teacher Emphasis: Instruction should emphasize the weaknesses of the Articles of Confederation and the early challenges of governing the new nation. Teachers should help students connect weak central authority, economic problems, and limited federal power to unrest such as Shays' Rebellion. Examples may include challenges collecting taxes, regulating trade, enforcing laws, and responding to civil unrest. The focus is on understanding why the weaknesses of the Articles of Confederation led to the Constitutional Convention and the creation of the U.S. Constitution.
4.1.2 Summarize how conflicting interests and views resulted in a series of compromises during the Constitutional Convention, including the Great Compromise, the Three-Fifths Compromise and the Bill of Rights. (Gov, H)	Key Concepts: Constitutional Convention, Federalists, Anti-Federalists, large states, small states, representation, Great Compromise, Three-Fifths Compromise, Bill of Rights Teacher Emphasis: Instruction should emphasize conflicting interests and viewpoints at the Constitutional Convention. Teachers should help students connect disagreements among Federalists, Anti-Federalists, large states, and small states to major compromises. Examples may include representation, federal power, the Great Compromise, the Three-Fifths Compromise, and the Bill of Rights. The focus is on understanding how debate and compromise shaped the structure of the new government.
4.1.3 Identify key individuals and explain their roles in the period following the American Revolution and the establishment of the new nation. (Gov, H)	Key Concepts: George Washington, Samuel Adams, John Adams, Thomas Jefferson, Benjamin Franklin, leadership, independence, development of the United States Teacher Emphasis: Instruction should emphasize the roles of key individuals in the establishment and development of the United States after the American Revolution. Teachers should help students connect leadership, ideas, diplomacy, public service, and constitutional development to the growth of the new nation. Examples may include George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, James Madison, Alexander Hamilton, and George Mason as appropriate. The focus is on understanding how individual contributions shaped the early republic.
4.1.4 Describe the structure and principles of government established by the U.S. Constitution including separation of powers, check and balances, and Federalism. (C, Gov, H)	Key Concepts: U.S. Constitution, limited government, individual rights, executive branch, legislative branch, judicial branch, separation of powers, checks and balances, federalism

	Teacher Emphasis: Instruction should emphasize the structure and principles of government established by the U.S. Constitution. Teachers should help students connect the three branches of government to separation of powers, checks and balances, federalism, limited government, and individual rights. Examples may include the executive, legislative, and judicial branches and the ways power is divided within the constitutional system. The focus is on understanding how constitutional principles work together to create a balanced system of government.
Standard 4.2 Explain the purposes of government and the rights, responsibilities and required character of citizens in a constitutional republic.	
<i>Indicator</i>	<i>Indicator Insight</i>
4.2.1 Explain the roles of the three branches of government and how the system of checks and balances limits government power. (Gov)	Key Concepts: executive branch, legislative branch, judicial branch, separation of powers, checks and balances, limited government, balance of power Teacher Emphasis: Instruction should emphasize the roles of the three branches of government and the purpose of checks and balances. Teachers should help students connect the executive, legislative, and judicial branches to the constitutional principle of limited government. Examples may include lawmaking, carrying out laws, interpreting laws, and ways each branch limits the power of the others. The focus is on understanding how the structure of government prevents any one branch from becoming too powerful.
4.2.2 Explain how the Declaration of Independence and the U.S. Constitution including the Bill of Rights protect the rights of citizens. (H)	Teacher Emphasis: Instruction should emphasize how founding documents protect the rights of citizens. Teachers should help students connect the Declaration of Independence, U.S. Constitution, and Bill of Rights to individual liberties and civic protections. Examples may include natural rights, due process, freedom of speech, freedom of religion, and protections against government abuse. The focus is on understanding how foundational documents define and protect rights in a constitutional republic.
4.2.3 Explain how the Declaration of Independence and the U.S. Constitution establish the purpose of government. (C, Gov, H)	Key Concepts: Declaration of Independence, U.S. Constitution, purpose of government, natural rights, individual rights, common good, order, constitutional framework Teacher Emphasis: Instruction should emphasize how the Declaration of Independence and the U.S. Constitution establish the purposes of government. Teachers should help students connect natural rights, individual rights, the common good, order, and constitutional structure to the purpose of government. Examples may include the Declaration's statement of rights and the Constitution's framework for governing. The focus is on understanding how founding documents explain why government exists and what it is meant to protect.

4.2.4 Summarize the responsibilities of a citizen including civic participation, respect for the rule of law, and contribution to the common good. (C)	Key Concepts: citizenship, civic participation, rule of law, common good, rights and responsibilities, community involvement, respect for others, responsible citizenship Teacher Emphasis: Instruction should emphasize the responsibilities of citizens in a constitutional republic. Teachers should help students connect civic participation, respect for the rule of law, and contribution to the common good to responsible citizenship. Examples may include obeying laws, respecting the rights and property of others, volunteering, participating in community life, and working to improve conditions for others. The focus is on understanding how responsible citizenship supports a strong society.
4.2.5 Analyze how self-discipline and civic virtues such as prudence (wisdom), justice, courage, integrity, responsibility, respect, service, and sacrifice contribute to self-government and responsible citizenship in a constitutional republic. (C)	Teacher Emphasis: Instruction should emphasize the relationship between self-government and self-discipline within a constitutional republic. Teachers should help students understand that self-government requires citizens to make responsible decisions, follow laws, respect the rights of others, and contribute to the common good. Students should examine how virtues such as prudence (wisdom), justice, courage, integrity, responsibility, respect, service, and sacrifice influence individual actions and support effective citizenship. Examples may include civic participation, community service, leadership, as well as historical or contemporary examples of citizens demonstrating these virtues. The focus is on understanding that the success of a constitutional republic depends on citizens who practice civic virtues and uphold both personal and civic responsibilities.
Standard 4.3 Explain how westward expansion led to economic changes and increased sectionalism in the United States as different regions developed new resources, technologies, and ideas.	
<i>Indicator</i>	<i>Indicator Insight</i>
4.3.1 Explain the causes and effects of westward expansion on the growth of the United States. (E, Geo)	Teacher Emphasis: Instruction should emphasize the causes and effects of westward expansion on the growth of the United States. Teachers should help students connect migration to land, economic opportunities, natural resources, and the belief in Manifest Destiny. Examples may include new states and territories, increased settlement, the Oregon Trail, the Gold Rush, and conflicts with Native American tribes. The focus is on understanding how westward expansion created opportunities for some groups while causing hardship, displacement, and conflict for others.
4.3.2 Explain how the new technological advancements of the times impacted daily life during westward expansion (E)	Teacher Emphasis: Instruction should emphasize how technological advancements changed daily life during westward expansion. Teachers should help students connect innovations to transportation, communication, agriculture, settlement, and economic growth. Examples may include the steamboat, canals, railroad, cotton gin, steel plow, mechanical reaper, windmills, telegraph, stagecoach, and the Pony Express. The focus is on understanding how technology helped connect people, goods, and ideas while changing regional economies and daily life.

4.3.3 Summarize important events that expanded the territory of the United States. (Geo, H)	Key Concepts: expansion of Slavery Debates, conflicts with Native Americans, Growing Sectional Tensions, Louisiana Purchase, Florida Purchase (Adams-Onís Treaty), Texas Annexation, Oregon Treaty, Mexican Cession, and The Gadsden Purchase Teacher Emphasis: Instruction should emphasize the major events that expanded the territory of the United States. Teachers should help students connect exploration, diplomacy, purchase, annexation, treaty-making, and conflict to the nation's territorial growth. Examples may include the Louisiana Purchase, Florida Purchase, Texas Annexation, Oregon Treaty, Mexican Cession, and Gadsden Purchase. The focus is on understanding how expansion increased economic opportunities and settlement while contributing to conflicts with Native Americans, debates over slavery, and sectional tensions.
4.3.4 Explain how debates over slavery and westward expansion increased sectional tensions, including the Missouri Compromise and the Compromise of 1850. (H)	Teacher Emphasis: Instruction should emphasize how debates over slavery and westward expansion increased sectional tensions. Teachers should help students connect regional economic differences, the expansion of slavery, and attempts at compromise. Examples may include the Missouri Compromise, the Compromise of 1850, debates over new territories, and differences between Northern and Southern economies. The focus is on understanding how compromises temporarily delayed conflict rather than resolving the underlying disagreements over slavery and sectional power.
4.3.5 Summarize the experiences and contributions of Native Americans, enslaved Africans, Black Americans, immigrants (European and Chinese), and homesteaders during westward expansion. (H)	Teacher Emphasis: Instruction should emphasize the lasting political, social, and economic effects of the Civil War. Teachers should help students connect Union victory to the preservation of the United States, the end of slavery, changes in federal authority, and long-term disruption in the South. Examples may include preservation of the Union, emancipation, expanded federal power, social change, Northern industrial growth, and Southern devastation. The focus is on understanding how the Civil War transformed the nation.

Standard 4.4 Explain how economic differences, slavery, states' rights, and sectional tensions increased conflict between regions and contributed to the outbreak of the Civil War, including South Carolina's role.

<i>Indicator</i>	<i>Indicator Insight</i>
4.4.1 Compare the economies of the northern and southern states, including differences in industry and agriculture, and how the expansion of slavery into new territories contributed to the growing tensions between regions of the United States. (E, Geo, H)	Teacher Emphasis: Instruction should emphasize economic differences between northern and southern states and how those differences contributed to sectional tension. Teachers should help students compare industry and manufacturing in the North with agriculture and enslaved labor in the South. Examples may include factories, plantations, cash crops, westward expansion, and debates over slavery in new territories. The focus is on understanding how regional economies and the expansion of slavery increased sectionalism.

4.4.2 Explain how the Nullification Crisis reflected growing political conflict between South Carolina and the federal government. (Gov, H)	Teacher Emphasis: Instruction should emphasize the Nullification Crisis as an example of conflict between South Carolina and the federal government. Teachers should help students distinguish the immediate issue of federal tariffs from broader debates over states' rights and federal authority. Examples may include South Carolina's attempt to nullify federal law, John C. Calhoun's role, tariff debates, and later connections between states' rights arguments and slavery. The focus is on understanding how the crisis increased sectional tension and revealed disagreements over the balance of power in the federal system.
4.4.3 Summarize how states' rights arguments contributed to sectional conflict between the North and South and led to events such as the Nullification Crisis, secession debates, and South Carolina's role in rising tensions. (E, Gov, H)	Teacher Emphasis: Instruction should emphasize how states' rights arguments contributed to growing sectional conflict between the North and South. Teachers should help students connect debates over federal authority, state authority, slavery, and South Carolina's role in rising tensions. Examples may include the Nullification Crisis, secession debates, and South Carolina's leadership in leaving the Union. The focus is on understanding how disagreements over power and slavery deepened divisions before the Civil War.
4.4.4 Identify key individuals involved in the sectional conflict leading to the Civil War including pro-slavery figures, abolitionists, compromise leaders and political leaders. (C, H)	Key Concepts: John C. Calhoun, Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth, Harriet Beecher Stowe, Henry Clay, Abraham Lincoln, sectional conflict, slavery, abolition, states' rights, compromise Teacher Emphasis: Instruction should emphasize the influence of key individuals on the sectional conflict leading to the Civil War. Teachers should help students connect historical figures to differing viewpoints on slavery, abolition, state' rights, compromise, political leadership, and the future of the nation. Examples may include John C. Calhoun, Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth, Harriet Beecher Stowe, Henry Clay, and Abraham Lincoln. The focus is on understanding how individuals influenced regional tensions and debates before the Civil War.

Standard 4.5 Describe major events of the Civil War, including key turning points and leaders, and how the war affected the nation.

<i>Indicator</i>	<i>Indicator Insight</i>
4.5.1 Explain key events, significant battles, turning points, and military strategies of the Civil War and their impact on the course and outcome of the war. (H)	Teacher Emphasis: Instruction should emphasize key Civil War events, battles, turning points, and military strategies. Teachers should help students organize the conflict into major battles, strategies, technologies, and outcomes rather than treating events as an isolated list. Examples may include Antietam, Gettysburg, the Anaconda Plan, Sherman's March to the Sea, ironclads, submarines, and other new technologies. The focus is on understanding how military decisions and turning points influenced the course and outcome of the Civil War.
4.5.2 Explain the significance of key geographic locations during the Civil War and how they influenced military decisions and battles. (Geo, H)	Key Concepts: Gettysburg National Military Park, Vicksburg National Military Park, Appomattox Court House National Historical Park, Richmond, Virginia, Washington, D.C., battle

	locations, military strategy, transportation networks, geography Teacher Emphasis: Instruction should emphasize the significance of geographic locations during the Civil War. Teachers should help students connect place, strategy, transportation, resources, and military decision-making. Examples may include Gettysburg, Vicksburg, Appomattox Court House, Richmond, Washington, D.C., battle locations, transportation networks, and waterways. The focus is on understanding how geography shaped military strategy, the movement of armies and supplies, and the outcome of battles.
4.5.3 Compare experiences and perspectives of different groups during the Civil War including Union and Confederate soldiers, enslaved African Americans, free African Americans, women and civilians in both the North and South. (H)	Teacher Emphasis: Instruction should emphasize the varied experiences and perspectives of groups during the Civil War. Teachers should help students compare how role, location, legal status, and wartime circumstances shaped daily life and opportunities. Examples may include Union and Confederate soldiers, enslaved African Americans, free African Americans, women, civilians in the North and South, the 54th Massachusetts Infantry Regiment, and Harriet Tubman. The focus is on understanding how the Civil War affected groups in different ways.
4.5.4 Explain the purpose of the Emancipation Proclamation. (Gov, H)	Teacher Emphasis: Instruction should emphasize the purpose and significance of the Emancipation Proclamation. Teachers should help students connect the document to wartime strategy, the abolition of slavery as a central goal of the war, and the weakening of the Confederacy. Examples may include encouraging enslaved people to seek freedom, discouraging foreign support for the Confederacy, and changing the meaning of the war. The focus is on understanding that the Emancipation Proclamation did not immediately end slavery everywhere but fundamentally changed the purpose and direction of the Civil War.
4.5.5 Summarize the lasting political, social, and economic effects of the Civil War on the United States. (Gov, H)	Key Concepts: Union victory, preservation of the United States, end of slavery, federal authority, social change, industrial growth Teacher Emphasis: Instruction should emphasize the lasting political, social, and economic effects of the Civil War. Teachers should help students connect Union victory to the preservation of the United States, the end of slavery, changes in federal authority, and long-term disruption in the South. Examples may include preservation of the Union, emancipation, expanded federal power, social change, Northern industrial growth, and Southern devastation. The focus is on understanding how the Civil War transformed the nation.
5th Grade	
<i>Reconstruction, Modernization, and Global Conflict</i>	
Standard 5.1 Explain the political, social, and economic consequences of Reconstruction, including changes to federal authority, citizenship, and civil rights in the United States.	
<i>Indicator</i>	<i>Indicator Insight</i>

5.1.1 Summarize the impact of Abraham Lincoln's assassination on the direction of Reconstruction including the differences between Lincoln's vision and the policies implemented after his death. (H)	Teacher emphasis: Instruction should emphasize how Abraham Lincoln's assassination changed the direction of the Reconstruction. Teachers should help students compare Lincoln's vision for reunification with policies implemented after his death under Andrew Johnson and Congress. Examples may include presidential Reconstruction, congressional Reconstruction, readmission of southern states, civil rights protections, and debates over the rights of formerly enslaved people. The focus is on understanding how leadership changes affected the goals, policies, and outcomes of the Reconstruction.
5.1.2 Compare goals of different groups who supported the Reconstruction. (H)	Key Concepts: Abraham Lincoln, Andrew Johnson, Ulysses S. Grant, the Radical Republicans, freed slaves, carpetbaggers, scalawags, and the Freedmen's Bureau Teacher emphasis: Instruction should emphasize the different goals of groups and individuals who supported the Reconstruction. Teachers should help students compare the aims and approaches of those seeking to rebuild the South, reunify the nation, protect rights, and support formerly enslaved people. Examples may include Abraham Lincoln, Andrew Johnson, Ulysses S. Grant, Radical Republicans, freed slaves, carpetbaggers, scalawags, and the Freedmen's Bureau. The focus is on understanding that support for Reconstruction included varied and sometimes competing goals.
5.1.3 Compare the goals of groups that opposed the Reconstruction, including subversive groups, former Confederate leaders, and plantation owners. (H)	Key Concepts: rise of Jim Crow, sharecropping, subversive groups (Ku Klux Klan), former Confederate leaders, and the plantation owners. Teacher emphasis: Instruction should emphasize the goals of the groups that resisted or opposed the Reconstruction. Teachers should help students compare how former Confederate leaders, plantation owners, and subversive groups sought to restore political power, maintain racial hierarchy, and limit the rights of formerly enslaved people. Examples may include the rise of Jim Crow, sharecropping, the Ku Klux Klan, former Confederate leaders, and plantation owners. The focus is on understanding the opposition to the Reconstruction and its effects on politics, society, and civil rights.
5.1.4 Explain the purpose for the laws passed during the Reconstruction, including the 13th, 14th, and 15th amendments and the Civil Rights Act of 1866. (Gov)	Key Concepts: 13th amendment, 14th amendment, 15th amendment, Civil Rights Act of 1866 Teacher Emphasis: Instruction should emphasize the purpose of major Reconstruction laws and constitutional amendments. Teachers should help students connect federal action to rebuilding the South, expanding citizenship, protecting civil rights, and defining the legal status of formerly enslaved people. Examples may include the 13th Amendment, 14th Amendment, 15th Amendment, Civil Rights Act of 1866, Reconstruction Acts, and the Freedmen's Bureau. The focus is on understanding how

	Reconstruction-era laws attempted to transform citizenship and civil rights.
5.1.5 Explain the end of the Reconstruction, including the election of 1876, the Compromise of 1877, and the lasting achievements and shortcomings of the Reconstruction. (H, Gov)	Key Concepts: Election of 1876, Compromise of 1877 Teacher emphasis: Instruction should emphasize the end of the Reconstruction as a turning point with lasting achievements and shortcomings. Teachers should help students connect the election of 1876, the Compromise of 1877, and the withdrawal of federal troops to changes in Southern politics and civil rights. Examples may include the end of federal enforcement in the South, restoration of Southern Democratic control, gains made during the Reconstruction, and limits on those gains. The focus is on understanding the Reconstruction's complex legacy, rather than treating 1877 as a simple end point.
Standard 5.2 Explain how industrialization, urbanization, immigration, and technological innovation transformed the United States and contributed to reform movements and civic participation aimed at addressing political, economic, and social challenges.	
<i>Indicator</i>	<i>Indicator Insight</i>
5.2.1 Explain the technological advancements that helped facilitate the growth of the nation and the effects of those innovations. (H)	Key Concepts: Transcontinental Railroad, telegraph, electricity, Thomas Edison, assembly line, Bessemer Process Teacher Emphasis: Instruction should emphasize technological advancements that facilitated national growth and created new challenges. Teachers should help students connect innovation to industrialization, transportation, communication, production, immigration, and economic change. Examples may include the Transcontinental Railroad, telegraph, electricity, telephone, Bessemer Process, assembly line, railroad expansion, steel production, oil production, and mechanized manufacturing. The focus is on understanding how technology transformed the United States during industrialization.
5.2.2 Analyze the causes and effects of immigration to the United States of America during the late 1800s and early 1900s. (H)	Key Ideas; Chinese Exclusion Act, Angel Island, Ellis Island, tenements, push/pull factors, cultural identity, nativism, assimilation Teacher Emphasis: Instruction should emphasize the causes and effects of immigration to the United States during the late 1800s and early 1900s. Teachers should help students connect push and pull factors to immigrant experiences, settlement patterns, cultural identity, assimilation, nativism, and public response. Examples may include Ellis Island, Angel Island, the Chinese Exclusion Act, tenements, employment opportunities, religious or political persecution, and family migration. The focus is on understanding why people immigrated and how immigration affected both newcomers and American society.
5.2.3 Explain the effects industrialization had on population distribution and how urbanization impacted cities and daily life. (H)	Key Concepts: rise of big business, mass production Teacher Emphasis: Instruction should emphasize the effects of

	industrialization on population distribution, urbanization, and daily life. Teachers should help students connect industrial growth to migration, city growth, working conditions, housing, sanitation, transportation, and changing work patterns. Examples may include big business, mass production, factory labor, overcrowding, tenements, urban infrastructure, and safety concerns. The focus is on understanding how industrialization transformed where people lived and how cities functioned.
5.2.4 Describe the goals and methods of the Progressive Movement, including the key issues it addresses, the key reform leaders and the legal outcomes. (H)	Key Concepts: Events: Triangle Shirtwaist Factory fire, People: Jacob Riis, Upton Sinclair, Laws: Pure Food and Drug Act, Meat Inspection Act Teacher Emphasis: Instruction should emphasize the goals, methods, key reformers, issues, and outcomes of the Progressive Movement. Teachers should help students connect social problems created by industrialization and urbanization to reform efforts and legal changes. Examples may include the Triangle Shirtwaist Factory fire, Jacob Riis, Upton Sinclair, the Pure Food and Drug Act, the Meat Inspection Act, labor reform, consumer protection, and workplace safety. The focus is on understanding how reformers responded to political, economic, and social challenges.

Standard 5.3 Summarize how participation in major global conflicts, including the Spanish American War, World War I, World War II, and the Cold War, reshaped the role of the United States internationally.

<i>Indicator</i>	<i>Indicator Insight</i>
5.3.1 Summarize the acquisition of land outside of the continental United States, including causes and outcomes of the Spanish American War, the building of the Panama Canal, and the acquisition of Alaska and Hawaii. (Geo, H)	Key Concepts: acquisition of and benefits of acquiring the Panama Canal, Alaska, and Hawaii, the causes of the Spanish American War (yellow journalism, humanitarian concerns, the sinking of the USS Maine), and America's role to Puerto Rico, Guantanamo Bay, Guam, and the Philippines as a result of the Spanish American War outcome Teacher Emphasis: Instruction should emphasize the expansion of U.S. territory and influence outside the continental United States. Teachers should help students connect territorial acquisition, strategic location, natural resources, global markets, and military interests to the nation's emerging international role. Examples may include Alaska, Hawaii, the Spanish-American War, Puerto Rico, Guam, the Philippines, Guantanamo Bay, and the construction and control of the Panama Canal Zone after support for Panama's independence. The focus is on understanding how the United States expanded its global influence in the late 1800s and early 1900s.
5.3.2 Explain the ideologies and events that led to World War I and how technological advancements changed the face of war. (H)	Key Concepts: militarism, alliances, imperialism, nationalism, Zimmerman Telegram, the sinking of the Lusitania, unrestricted submarine warfare, the assassination of Archduke Ferdinand, aviation, chemical warfare, submarines, and tanks Teacher Emphasis: Instruction should emphasize the underlying causes of World War I, the events that led to American

	involvement, and the effects of new military technologies. Teachers should help students connect nationalism, imperialism, militarism, alliances, and key events to the outbreak and expansion of the war. Examples may include the assassination of Archduke Ferdinand, unrestricted submarine warfare, the sinking of the Lusitania, the Zimmerman Telegram, aviation, chemical warfare, submarines, tanks, and the failure of the League of Nations. The focus is on understanding why the war began, how the United States became involved, and how technology changed warfare.
5.3.3 Describe the rise of dictators, the spread of authoritarian ideologies, and the policy of appeasement that led to World War II. (Gov, H)	Key Concepts: Hitler, Stalin, Mussolini, Tojo, policy of appeasement, authoritarian governments in contrast to democracies Teacher Emphasis: Instruction should emphasize the causes of World War II through the rise of dictators, authoritarian ideologies, and appeasement. Teachers should help students connect post-World War I conditions, the <i>Treaty of Versailles</i>, militarism, expansionism, and weak international response to the outbreak of war. Examples may include Hitler, Stalin, Mussolini, Tojo, Nazism, fascism, communism, authoritarian government, appeasement, and the invasion of Poland. The focus is on understanding how authoritarian ideologies and international decisions contributed to global conflict.
5.3.4 Explain the course of World War II, including, but not limited to, the changing of Soviet Union's alliance, the invasion of Normandy, and the Battle of the Bulge, which led to surrender on the European front. (Gov, H)	Teacher Emphasis: Instruction should emphasize major turning points on the European front of World War II and how each shifted the momentum in the war. Teachers should help students connect alliances, military campaigns, and strategic decisions to the defeat of Germany. Examples may include the changing alliance of the Soviet Union, the invasion of Normandy, the Battle of the Bulge, and Germany's surrender. The focus is on understanding how major events shaped the course and outcome of World War II in Europe.
5.3.5 Explain strategies utilized in the Pacific theater, including Navajo Codes, island hopping, and the Manhattan Project. (Gov, H)	Key Concepts: Navajo Codes, island hopping, Manhattan Project, atomic bomb Teacher Emphasis: Instruction should emphasize the distinct strategies and innovations used in the Pacific theater of World War II. Teachers should help students connect geography, military strategy, communication, and technology to the course and outcome of the war against Japan. Examples may include Navajo Code Talkers, island hopping, the Manhattan Project, the atomic bomb decision, Hiroshima, Nagasaki, and Japanese surrender. The focus is on understanding how Pacific theater strategies differed from those in Europe and contributed to the end of World War II.
5.3.6 Examine the causes, course, and consequences of the Holocaust. (H)	Key Concepts: Holocaust, Adolf Hitler, concentration camps Teacher Emphasis: Instruction should emphasize the causes, course, and consequences of the Holocaust. Teachers should help students connect prejudice, antisemitism, propaganda, authoritarian government, discrimination, and state violence to

	genocide. Examples may include Adolf Hitler, Nazi ideology, concentration camps, persecution of Jews and other targeted groups, and the human impact of the Holocaust. The focus is on understanding how hatred and authoritarian power escalated into genocide and the importance of constitutional protections, human dignity, religious liberty and the rule of law.
5.3.7 Explain how the aftermath of World War II contributed to rising tensions between the United States and the Soviet Union, ultimately resulting in the Cold War including the Red Scare, the Arms Race, the Space Race and proxy wars. (H)	Key Concepts: military occupation of Germany, Cuban Missile Crisis, Korea War, Vietnam War, the role technology played, Iron Curtain, Red Scare/McCarthyism, NATO, Berlin Wall, containment policy, Arms Race, Space Race Teacher Emphasis: Instruction should emphasize how the aftermath of World War II contributed to rising tensions between the United States and the Soviet Union. Teachers should help students connect competing ideologies, occupation of Germany, containment, alliances, military competition, technology, and proxy wars to the Cold War. Examples may include the Iron Curtain, NATO, Berlin Wall, Red Scare and McCarthyism, Korean War, Vietnam War, Cuban Missile Crisis, Arms Race, and Space Race. The focus is on understanding how two superpowers entered a prolonged global struggle after World War II.
Standard 5.4 Evaluate how economic policy, technological innovation, and government action shaped American life from the end of World War I through the post World War II era.	
<i>Indicator</i>	<i>Indicator Insight</i>
5.4.1 Contextualize the post-World War I climate on the cultural landscape, including but not limited to, the Great Migration, Harlem Renaissance, and Women's Suffrage Movement. (H)	Key Concepts: Great Migration (review Jim Crow/Black Codes here), Harlem Renaissance, Women's Suffrage Movement, Jazz Age, changing roles of women, and mass media Teacher Emphasis: Instruction should emphasize the cultural change in the United States after World War I. Teachers should help students connect migration, artistic expression, political participation, changing gender roles, mass media, and urban culture to broader social transformation. Examples may include the Great Migration, Harlem Renaissance, Women's Suffrage Movement, Jazz Age, changing roles of women, and mass media. The focus is on understanding how postwar conditions reshaped American culture and society.
5.4.2 Explain the effects of World War II on the home front including, but not limited to, women in the workforce, Japanese internment camps, and rationing. (C, H)	Key Concepts: war production, victory gardens, propaganda, Japanese Internment camps, women in the workforce, rationing Teacher Emphasis: Instruction should emphasize the effects of World War II on the American home front. Teachers should help students connect wartime production, civic participation, economic changes, civil liberties, and government action to daily life during the war. Examples may include women in the workforce, war production, victory gardens, propaganda, rationing, and Japanese internment camps. The focus is on understanding how World War II affected American society and how people at home contributed to the war effort.

5.4.3 Explain how economic conditions and events contributed to the Great Depression and how it affected the daily lives of Americans. (E, H)	Key Concepts: causes of the Great Depression, including overproduction of factories, stock market crash, and banks failing, Hoovervilles, Dust Bowl Teacher Emphasis: Instruction should emphasize the interconnected causes and effects of the Great Depression. Teachers should help students connect economic conditions and events to changes in daily life for Americans. Examples may include overproduction, the stock market crash, bank failures, unemployment, Hoovervilles, the Dust Bowl, and hardship for families and communities. The focus is on understanding how economic problems created a chain reaction that affected people across the United States.
5.4.4 Explain the purpose and goals of the New Deal, including its short- and long-term impacts on America. (E, Gov)	Key Concepts: Franklin D. Roosevelt, New Deal, FDIC, SEC, TVA, CCC, SSA Teacher Emphasis: Instruction should emphasize the purpose, goals, and lasting impact of the New Deal. Teachers should help students connect the federal response to the Great Depression to relief, recovery, and reform. Examples may include Franklin D. Roosevelt, the FDIC, SEC, TVA, CCC, Social Security Act, and other New Deal programs. The focus is on understanding how the New Deal expanded the role of the federal government and addressed economic hardship.
5.4.5 Summarize America's early policy on World War II and events that led to American involvement, including the attack on Pearl Harbor. (Gov, H)	Key Concepts: Lend-Lease Act, peacetime drafts, neutrality acts, bombing of Pearl Harbor Teacher Emphasis: Instruction should emphasize America's early policy toward World War II and the events that led to direct involvement. Teachers should help students connect neutrality, preparation, aid to allies, and foreign aggression to the shift toward war. Examples may include the Neutrality Acts, peacetime draft, Lend-Lease Act, and the bombing of Pearl Harbor. The focus is on understanding how the United States moved from neutrality and preparation to active participation in World War II.

Standard 5.5 Explain efforts to expand civil rights and liberties in the United States, including the struggles and achievements of the Civil Rights Movement.

<i>Indicator</i>	<i>Indicator Insight</i>
5.5.1 Compare the goals, strategies and contributions of key leaders and organizations of the Civil Rights Movement. (H)	Key Concepts: Martin Luther King Jr., Malcolm X, Rosa Parks, Septima Clark, National Association for the Advancement of Colored People (NAACP), Student Nonviolent Coordinating Committee (SNCC) Teacher Emphasis: Instruction should emphasize comparison of goals, strategies, and contributions among leaders and organizations of the Civil Rights Movement. Teachers should help students connect philosophies, methods, organizational roles, and outcomes to the broader struggle for civil rights. Examples may include Martin Luther King Jr., Malcolm X, Rosa Parks, Septima

	Clark, the NAACP, SCLC, and SNCC. The focus is on understanding that civil rights efforts involved multiple leaders, organizations, strategies, and contributions.
5.5.2 Summarize key legal actions that resulted from the Civil Rights Movement, including landmark court cases and legislation. (Gov, H)	Key Concepts: John F. Kennedy (JFK), Civil Rights Act, Voting Rights Act, Briggs v Elliot, Brown v Board Teacher Emphasis: Instruction should emphasize legal actions that resulted from the Civil Rights Movement. Teachers should help students connect court cases, legislation, and constitutional protections to the expansion of civil rights. Examples may include Briggs v. Elliott, Brown v. Board of Education, the Civil Rights Act, the Voting Rights Act, and related federal actions. The focus is on understanding how legal and legislative changes challenged segregation and expanded rights.
5.5.3 Analyze the impact of nonviolent protests during the Civil Rights Movement and how they were effective in ending segregation and advancing rights. (C, H)	Key Concepts: Montgomery Bus Boycott, Birmingham Campaign, March on Washington, Selma, boycotts, freedom rides, protests, sit-ins Teacher emphasis: Instruction should emphasize the role and impact of nonviolent protest during the Civil Rights Movement. Teachers should help students connect organized protest, mass participation, media attention, and legal pressure to efforts to end segregation and advance rights. Examples may include the Montgomery Bus Boycott, sit-ins, Freedom Rides, Birmingham Campaign, March on Washington, Selma, boycotts, and protests. The focus is on understanding how nonviolent strategies helped create social and political change.
5.5.4 Explain how individuals and groups demonstrated moral courage, perseverance, justice, integrity, service, and civic responsibility during the Reconstruction, industrialization, global conflicts, the Holocaust, and the Civil Rights Movement. Evaluate the impact of their actions on society. (C)	Teacher Emphasis: Instruction should emphasize how moral courage, perseverance, justice, integrity, service, and civic responsibility shaped individual and collective responses to significant challenges in U.S. history. Teachers should help students examine how people confronted injustice, expanded opportunities, defended democratic principles, served others, and worked to improve society during the Reconstruction, industrialization, global conflicts, the Holocaust, and the Civil Rights Movement. Examples may include civic leaders, reformers, activists, military personnel, survivors, and ordinary citizens whose actions influenced historical events and expanded the promise of freedom, equality, and justice. The focus is on understanding how civic virtues influence decision-making and civic action during times of challenge and change.