SOUTH CAROLINA

SOCIAL STUDIES ACADEMIC STANDARDS

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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 twelfth grade. A field review of the first draft of these standards was conducted from April through June 2004, and feedback from that review has been incorporated into this document. Because a working knowledge of government, geography, economics, and history is essential for effective citizenship in a democracy, the theme for these standards is civic education. The final draft was presented to the State Board of Education on January 12, 2005.

The State Department of Education (SDE) in partnership with Mid-Continent Research for Education and Learning (McREL) developed these standards and the indicators utilizing the following sources:

* *South Carolina Social Studies Curriculum Standards,* published by the SDE in 2000.
* The national standards documents for social studies, geography, political science, history, and economics:

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

*Geography for Life: National Geography Standards*. Washington, DC: National Geographic Research and Exploration, 1994.

*National Standards for Civics and Government.* Calabasas, CA: Center for Civic Education, 1994.

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

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

* The published social studies standards of other states, including Alabama and New York.
* The 2003 recommendations of the SDE State Panel and the Education Oversight Committee (EOC) panels on social studies. (Information about these recommendations is online at http://www.myscschools.com/offices/cso/social\_studies/ SSStandardsTimeline.htm.)

Operating procedures for the review of South Carolina standards (accessible online at http://www.myscschools.com/offices/cso/social\_studies/SSStandardsTimeline.htm) were agreed upon by the SDE and the EOC during the summer of 2003. These procedures were used in the review of the new social studies standards and will be used in the future as the standards for the other subject areas are revised.

Academic Standards

Beginning with this 2004 social studies standards document, the state-approved expectations for students will be called *academic standards* instead of *curriculum 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 determined academic standards describe for each grade or 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.

**Revised Organization of the Social Studies Standards** **Document**

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

1. An overview describing specific subject matter and themes is now provided on a cover page for each grade or high school core area.
2. The number of standards has been significantly reduced. To meet teachers’ needs for specificity, indicators for each standard are specified.
3. The standards are no longer organized by strand (history, economics, geography, and political science). Instead, they are history-driven and are, for the most part, presented in a chronological sequence. The core information and ideas from each strand have been incorporated into the standards and indicators, and the contributing strands are identified in parentheses at the end of each indicator. This new format, which should be easier for teachers to follow, reduces the number of standards and clarifies relationships among the disciplines.
4. Standards are provided for nine grade levels (kindergarten through grade eight) and four high school core areas: Global Studies, United States History and the Constitution, Economics, and United States Government. The SDE recommends that Global Studies be taught as a one-year course in grade nine or ten or as a two-year course, either Global Studies 1 and 2 or World Geography and World History, in grades nine and ten.
5. Standards are provided for nine grade levels (kindergarten through grade eight) and four high school core areas: Global Studies, United States History and the Constitution, Economics, and United States Government.
6. Samples of classroom activities are included for each standard.
7. The strategies, perspectives, approaches, and tools specific to social studies (referred to as *process skills* in the 2000 social studies document) are now described as elements of social studies literacy. The chart in appendix C contains a list of these elements.

## Social Studies Curriculum Support Document

The SDE will develop a curriculum support document after SBE adoption of these standards. Local districts, schools, and teachers can use the 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. The support document will include materials and resources such as

* sample units/lessons incorporating literacy elements and technology (including Internet links);
* resources (e.g., archives, museums, community organizations/groups);
* recommended modifications of instruction to meet the needs of diverse groups (e.g., special education, gifted and talented);
* connections to other disciplines (e.g., English language arts, science);
* lists of fiction and nonfiction literature related to the topic and the grade level to encourage student reading in the content area; and
* perspectives and contributions of African Americans.

# **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 eight and for high school core areas. The verb phrase “demonstrate an understanding of” in each standard is used in its general, everyday meaning and is *not* intended to describe a cognitive category of learning.

* **Indicators.** Specific statements of the content (knowledge and skills) and cognitive processes needed to meet a grade-level or high school core area standard.

The verbs in the indicators identify specific aspects of a cognitive process as described in the new taxonomy shown in appendix A. 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 to align lessons with both the content and the cognitive process identified in the indicators. The majority of the indicators in social studies address conceptual knowledge and fall under the second category of cognitive processing (understanding), which fosters transfer and meaningful learning rather than rote learning and memorization.

* **Sample classroom activities.** Samples of activities for teaching the content and skills enunciated in a standard.

The activities provide examples of how students can learn or demonstrate their acquisition of the knowledge and skills required in one or more indicators. Some samples demonstrate the use of social studies literacy elements in conjunction with the content and skills in the indicator, and some samples may address multiple indicators. One or more sample activities are provided for each standard.

* + **Social studies literacy elements.** The creation and/or use of tools and strategies and the understanding of several over-arching perspectives and principles essential for literacy in the various disciplines of social studies—defined literally as the ability to read, write, and understand this subject.

The creation and/or use of time lines and maps are examples of such tools. The understanding of the need for multiple perspectives and primary-source documents and the understanding of the relationship between people and the land are examples of such perspectives and principles in history and geography. The chart (see appendix C) of the grade levels at which students should first be expected to demonstrate the **social studies literacy elements** in the classroom shows how the need for these **elements** continues across the remaining grade levels—underscoring their function as the foundations for social studies literacy. Though these elements may be directly referenced in only a few standards and indicators, they are primary concerns throughout classroom instruction and assessment in social studies and, therefore, are also reflected in many of the sample activities shown for the individual indicators. These elements will also be incorporated into statewide assessments in grades three through eight as appropriate.

* + **Statewide assessment.** The social studies standards in grades three through eight will be the basis for development of the social studies test questions for the Palmetto Achievement Challenge Tests (PACT).

The PACT will be based on the standards (e.g., 3-1) at each grade level and will sample from the indicators (3-1.1, 3-1.2, 3-1.3, and so on). While the PACT will measure the broad standard, the questions will not go beyond the scope and intent of the indicators associated with that standard. With the new history-driven academic standards, the strands of political science, geography, and economics are incorporated into the standards and indicators. The PACT development will be based on the standards, not on the strands.

Format of Standards for

All Grade Levels and the High School Core Areas

This is the introductory page. The text gives an overview of the subject matter and themes for the particular grade level.

This is academic standard 4-1, the first standard for grade 4. The standards for high school core areas use these abbreviations: GS (Global Studies), USHC (United States History and Constitution), ECON (Economics), and USG (United States Government).

The letters in parentheses are abbreviations indicating the strands that are reflected in the particular indicator.\*

At least one sample classroom activity is shown for each standard, and certain sample activities address more than one indicator. These samples, many of which include elements of social studies literacy, illustrate how students might be asked to demonstrate the learning identified in the indicators.

Graphic1 Grade 8

**Standard 4-1:** -------------------------------------------

**Indicators**

4-1.1 ----------------------------------------- (E, G, H, P)

4-1.2 -------------------------------------------- (H, E, G)

**Sample Classroom Activities for Standard 4-1**

4-1.1 ----------------------------------------------------

4-1.2 ----------------------------------------------------

##### \* The strands, or disciplines, reflected in a specific indicator are identified at the end of each indicator by the following single-letter abbreviations in parentheses:

H = history

G = geography

P = political science/government

E = economics

The attribution of strands for each indicator is determined by the content of the standard with all of the strands relevant for an indicator listed in the order of emphasis. For example, an indicator with E listed first has an *economics* emphasis.

South Carolina:

One of the

United States

GRADE 8

The focus for social studies in grade eight is the story of the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students learn about the state’s development during colonial times and the growth of the American ideal, which led to the break with England, the rising controversy about slavery, and the Civil War. The study of the rebuilding of South Carolina after the Civil War and the continuing struggle for civil rights and justice waged by the people of South Carolina allows students to see the progress that the state has made and to appreciate the contributions that its people have made to the nation as a whole.

Instruction should emphasize the elements of social studies literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines addressed in this subject area. The chart in appendix C describes the literacy elements specific to social studies, indicating the grades at which these elements should be introduced and the grades at which a student should be expected to demonstrate the elements. The elements are also apparent in some of the sample activities provided for the indicators.

South Carolina: One of the United States

**Standard 8-1:** The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

**Indicators**

8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations. (H, G, P)

8-1.2 Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War. (H, P, E)

8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina’s establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)

8-1.5 Summarize the significant changes to South Carolina’s government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement. (G, P)

8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

8-1.7 Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)

GRADE 8

**Sample Classroom Activities for Standard 8-1**

8-1.3 Create a time line that illustrates the key events in the history of South Carolina’s settlement.

8-1.4 Create a cause-and-effect chart depicting the events and conditions leading up to the Stono Rebellion and the effect the rebellion had on the colony of South Carolina in terms of legal and social developments.

South Carolina: One of the United States

**Standard 8-2:** The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

**Indicators**

8-2.1 Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state’s reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (H, P, E)

* + 1. Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)
    2. Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)

8-2.4 Summarize events related to the adoption of South Carolina’s first constitution, the role of South Carolina and its leaders in the Continental Congress, and the ratification of the United States Constitution, including Henry Laurens’s actions, Charles Pinckney’s role, and the importance of issues debated during the Philadelphia Convention for South Carolina. (H, P)

8-2.5 Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution, their disagreement over representation in the General Assembly and the location of the new capital city, and the transformation of the state’s economy that was caused by the production of cotton and convinced lowcountry men to share power with upcountry men. (H, G, P, E)

GRADE 8

**Sample Classroom Activities for Standard 8-2**

8-2.1 Hypothesize about influences on South Carolina’s reaction to the Stamp Act.

8-2.4 Compare the lives of the people of the South Carolina Upcountry and the Lowcountry.

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South Carolina: One of the United States

**Standard 8-3:** The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

**Indicators**

8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin. (H, G, E)

8-3.2 Explain the impact of key events leading to South Carolina’s secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860. (H, P, G)

8-3.3 Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)

8-3.4 Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states’ rights and fears about abolition. (H, P, G, E)

8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman’s march through the state. (H, P, G)

8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)

GRADE 8

**Sample Classroom Activities for Standard 8-3**

* + 1. Use maps to explain the strategic importance of Port Royal, South Carolina, to the Union.
    2. Compare your life today with the life of a young person living in South Carolina during the Civil War.

South Carolina: One of the United States

**Standard 8-4:** The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

**Indicators**

8-4.1 Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (H, G, P, E)

8-4.2 Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)

8-4.3 Summarize the events and the process that led to the ratification of South Carolina’s constitution of 1868, including African American representation in the constitutional convention; the major provisions of the constitution; and the political and social changes that allowed African Americans, Northerners, “carpetbaggers,” and “scalawags” to play a part in South Carolina state government. (H, P)

8-4.4 Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen’s Bureau, and their advancement in politics and education. (H, P, E)

8-4.5 Summarize the successes and failures that occurred in South Carolina during Reconstruction, including the bribery of legislators, corruption in political parties, the development of public education, and violence during the election of 1876. (H, P)

GRADE 8

**Sample Classroom Activities for Standard 8-4**

8-4.2 Compare the lives of two different people, such as a former slave and a plantation owner, living in the South during Reconstruction. Write a short point-counterpoint piece that describes their differing points of view concerning an event such as the passage of the Thirteenth Amendment or the assassination of Abraham Lincoln.

8-4.5 Explain the involvement of South Carolina in the controversial presidential election of 1876. What connections or similarities might you infer about the presidential election and the disputed gubernatorial election of the same year?

South Carolina: One of the United States

**Standard 8-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

## Indicators

8-5.1 Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)

8-5.2 Compare key aspects of the Populist movement in South Carolina, including the economic and political roots of Populism, the leadership of Benjamin Tillman, conflicts between the Tillmanites and the Conservatives, the founding of land-grant colleges, and the increased racial conflicts and lynching. (H, G, P)

8-5.3 Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry. (H, G, E)

8-5.4 Compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement. (H, G, E)

8-5.5 Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (H, G, E)

8-5.6 Explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity. (H, G, P, E)

GRADE 8

**Sample Classroom Activities for Standard 8-5**

8.5.5 Study photographs taken after the Charleston earthquake of 1886. Construct a table comparing the short- and long-term effects of the earthquake on the people of South Carolina, including how people now deal with and prepare for natural disasters.

8.5.4 Use primary-source information, such as census data, to create a graph that shows how the population of South Carolina has changed over time. Include a projection of how the population will change over the next twenty years. What is the impact of population growth on South Carolina? What is the impact of immigration?

South Carolina: One of the United States

**Standard 8-6:**  The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.

Indicators

8-6.1 Summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women’s groups. (H, P, E)

8-6.2 Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)

8-6.3 Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry. (H, G, P, E)

8-6.4 Explain the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance. (H, P)

8-6.5 Explain the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina, including the Rural Electrification Act, the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project. (H, E, G, P)

GRADE 8

**Sample Classroom Activities for Standard 8-6**

8-6.4 Research the life of a writer from the period known as the Southern Literary Renaissance. Summarize the life of this writer, the themes of his or her works, and his or her contribution to literature.

8-6.5 Make a short oral presentation describing how the Civilian Conservation Corps, a program established by the New Deal, impacted not only the economy but also the geographic features of South Carolina.

**Sample Classroom Activity for Standard 8-6**

South Carolina: One of the United States

**Standard 8-7:** The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.

**Indicators**

8-7.1 Summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions. (H, E, G, P)

8-7.2 Provide examples of the expanding role of tourism in South Carolina’s economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites. (H, G, E)

8-7.3 Explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina. (H, E)

8-7.4 Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)

8-7.5 Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities. (E, H, P, G)

**Sample Classroom Activities for Standard 8-7**

8-7.1 Use primary sources to infer the economic importance of Charleston as a seaport, both in present times and in South Carolina’s history.

8-7.2 Create a table that compares the negative and positive impacts of tourism on the economy, environment, and geographic features of South Carolina.

8-7.3 Draw a diagram that explains how industrialization, the mechanization of agriculture, reduced cotton prices, and migration from South Carolina are interconnected.

APPENDIX A

Revised Bloom’s Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, agroundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed: teachers now live in a standards-based world defined by state accountability systems.

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)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

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 to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, that their lessons are cognitively rich, and that instructional opportunities are not missed.

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 2004 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 PACT 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) | |
| 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. | | | |

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| Table 2: The Cognitive Process Dimension | | | | | |
| **Categories** **& Cognitive**  **Processes** | **Alternative Names** | | | | **Definitions and Examples** |
| **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** | | Discriminating, distinguishing,  focusing,  selecting | | Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem) | |
| **4.2 Organizing** | | Finding coherence, integrating,  outlining,  parsing,  structuring | | Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation) | |
| **4.3 Attributing** | | Deconstructing | | Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective) | |
| **5. EVALUATE—Make judgments based on criteria and standards** | | | | | |
| **5.1 Checking** | | Coordinating, detecting,  monitoring,  testing | | Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist’s conclusions follow from observed data) | |
| **5.2 Critiquing** | | Judging | | Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem) | |
| **6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure** | | | | | |
| **6.1 Generating** | | Hypothesizing | Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon) | | |
| **6.2 Planning** | | Designing | Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic) | | |
| **6.3 Producing** | | Constructing | Inventing a product (e.g., Build habitats for a specific purpose) | | |

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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 |
| * 1. **Factual Knowledge—**The basic elements that students must know to be acquainted with a discipline or solve problems in it   Aa. Knowledge of terminology  Ab. Knowledge of specific details and elements |  |  |  |  |  |  |
| * 1. **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 |  |  |  |  |  |  |
| * 1. **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 |  |  |  |  |  |  |
| * 1. **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 |  |  |  |  |  |  |

**APPENDIX B**

Social Studies Standards Glossary

The definitions in this glossary are drawn from the national standards documents for social studies, geography, political science, history, and economics.

Many social studies concepts appear in standards across all grades. During instruction, teachers should use the definition most appropriate for the immediate context (grade level, subject area, and students). For example, the definition of the term *justice* may be “fair treatment” in grade one, while “equity,” “morality,” and “law” may be part of the definition in later grades.

| **Glossary** | |
| --- | --- |
| **balance of payments** | The total flow of money into a country minus the total flow of money out of a country. |
| **balance of trade** | The level of merchandise exported minus the level of merchandise imported. |
| **barter** | The direct trade of goods or services. |
| **Bill of Rights** | The first ten amendments to the United States Constitution. |
| **capital** | Wealth in the form of money or property owned, used, or accumulated in business by an individual, partnership, or corporation; any form of material wealth used in the production of more wealth. |
| **citizen** | A member of a political society who has obligations to and is entitled to protection by and from the government. |
| **citizenship** | The status of being a member of a state; the quality of the individual’s response the state as one who owes allegiance to it and is entitled to its protection and to the political rights it upholds. |
| **community** | A group of people living in the same locality under the same government. |
| **comparative advantage** | The principle that a country benefits from specializing in the production of the commodity that it is most efficient at producing. |
| **confederal system** | An alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., the United States under the Articles of Confederation, the Commonwealth of Independent States). |
| **consumer price index** | A number used to calculate changes in the average level of prices for a number of items typically bought by urban families. |
| **corporation** | An organization created by legal charter to conduct some type of business. |
| **culture** | Learned behavior of people, which includes their languages, belief systems, social relationships, institutions, and organizations as well as their material goods. |
| **demand** | The quantities of a good that consumers are willing and able to purchase at various prices during a given period of time. |
| **democracy** | A form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives. |
| **depression** | A prolonged and severe decline in the level of economic activity. |
| **developing nation** | An area of the world that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization and relatively high rates of infant mortality and illiteracy. |
| **diffusion** | The spread of people, ideas, technology, and products throughout a number of places. |
| **distribution** | The arrangement of items over a specified area. |
| **diversity** | The variety of experiences and perspectives that arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, and other characteristics. |
| **due process of law** | The right of every citizen to be protected against arbitrary action by government. |
| **economics** | The social science that deals with the way society allocates its scarce resources among its unlimited wants and needs. |
| **entrepreneur** | An individual who assumes the risk in producing a product for a profit. |
| **entrepreneurship** | The managerial ability and risk-taking that contribute to a productive society. |
| **environment** | Everything surrounding one (e.g., the Earth’s environment includes everything in and on the Earth’s surface and its atmosphere within which organisms, communities, and objects exist). |
| **federal system (federalism**) | The form of political organizationin which power is divided among a central government and territorial subdivisions—in the United States, among the national, state, and local governments. |
| **foreign policy** | Guidelines of a government directed to matters beyond its borders, especially regarding relations with other nation-states. |
| **government** | Institutions and procedures through which a territory is administered. |
| **gross domestic product** | The total dollar value of all goods and services produced by resources located in the United States during one year’s time. |
| **industrialization** | The growth of machine production and the factory system; the process of introducing manufacturing into countries or regions where most of the people are engaged in primary economic activities. |
| **inflation** | A rise in the average level of prices. |
| **institution (political)** | A custom, practice (e.g., the institution of slavery), organization (e.g., Congress), relationship, or behavioral pattern of importance in the life of a community or the larger society. |
| **interdependence** | The condition in which people rely on each other for ideas, goods, and services. |
| **interest** | The price one pays for the use of someone else’s money. |
| **justice** | The upholding of what is just—especially, fair treatment and due reward in accordance with honor, standards of equity and morality, or the law. |
| **law of demand** | The quantity demanded of a good will be greater at a lower price than the quantity demanded of the same good at a higher price. |
| **law of supply** | The quantity of a good supplied will be greater at a higher price than it will at a lower price. |
| **map** | A graphic representation of a portion of the Earth that is usually drawn to scale on a flat surface. |
| **market** | Exchange activities between buyers and sellers of goods and services. |
| **market economy** | A system of commercial enterprise in which decisions are made on the basis of current trade factors. |
| **migration** | The act or process of people’s moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time. |
| **monarchy** | The form of government in which political power is exercised by a single ruler under the claim of divine or hereditary right. |
| **nation-state** | A political unit that claims sovereignty over a defined territory and jurisdiction over everyone in it. |
| **opportunity cost** | The value of any alternative that one must give up when one makes a choice. |
| **places** | Locations having distinctive characteristics that give them meaning and character and distinguish them from other locations. |
| **population density** | The calculation ofthe number of individuals occupying an area derived from dividing the number of people by the area they occupy. |
| **price index** | A number that compares prices in one year with those of some earlier base year. |
| **quota** | A predetermined limited quantity; in economics, a limit on the amount of imports or exports. |
| **region** | An area with one or more common characteristics or features that give it a measure of homogeneity and make it different from surrounding areas. |
| **representative government** | The form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions. |
| **resources** | An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value. |
| **rule of law** | The principle that every member of a society, even a ruler, must follow the law. |
| **sovereignty** | Ultimate, supreme power in a state; in the United States, sovereignty rests with the people. |
| **technology** | Theapplication of knowledge to meet the goals and to supply the goods and services needed and desired by people. |
| **totalitarianism** | A form of authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations. |
| **unitary government** | A system of government in which all authority is vested in a central government from which regional and local governments derive their powers. |
| **urbanization** | A process through which a geographical area is transformed from a rural to an urban environment as the result of an increase in the numbers of people who live and work there. |

APPENDIX C

Social Studies Literacy Elements Chart

This chart indicates where a social studies literacy element should be introduced and mastered:

**I**—***Introduce***: the grade level at which the student explores this social studies literacy element. This exploration may occur multiple times based on the content standards and grade appropriateness. Continuous classroom assessment of a student’s progress is necessary at all identified grade levels.

**D**—***Demonstrate***: the grade level at which the student is expected to demonstrate this social studies literacy element. These elements will also be incorporated into statewide assessments in grades three through eight as appropriate. This demonstration is expected at all subsequent grades.

| **Social Studies Literacy Elements** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literacy Element** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **HS** |
| 1. Distinguish between past, present, and future time | I | I | D | D | D | D | D | D | D | D |
| 1. Establish chronological order in constructing one’s own historical narratives | I | I | I | I | D | D | D | D | D | D |
| 1. Measure and calculate calendar time | I | I | D | D | D | D | D | D | D | D |
| 1. Create and interpret data on time lines | I | D | D | D | D | D | D | D | D | D |
| 1. Explain change and continuity over time | I | I | I | D | D | D | D | D | D | D |
| 1. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments? | I | I | D | D | D | D | D | D | D | D |
| 1. Make and record observations about the physical and human characteristics of places | I | I | D | D | D | D | D | D | D | D |
| 1. Construct maps, graphs, tables, and diagrams to display social studies information | I | I | I | D | D | D | D | D | D | D |
| 1. Use maps to observe and interpret geographic information and relationships | I | I | I | D | D | D | D | D | D | D |
| 1. Demonstrate responsible citizenship within the school community and the local and national communities | I | D | D | D | D | D | D | D | D | D |
| 1. Use texts, photographs, and documents to observe and interpret social studies trends and relationships |  | I | I | D | D | D | D | D | D | D |
| 1. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts |  | I | I | D | D | D | D | D | D | D |
| 1. Use tables and graphs to observe and interpret geographic trends and relationships |  | I | I | D | D | D | D | D | D | D |
| 1. Challenge ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments) |  | I | I | I | D | D | D | D | D | D |
| 1. Consider multiple perspectives of documents and stories |  |  |  | I | I | I | D | D | D | D |
| 1. Locate, gather, and process information from a variety of primary and secondary sources including maps |  |  |  |  | I | I | D | D | D | D |
| 1. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems |  |  |  |  |  |  | I | D | D | D |
| 1. Use statistics and other quantitative techniques to interpret and evaluate social studies information |  |  |  |  |  |  | I | D | D | D |
| 1. Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews |  |  |  |  |  |  | I | D | D | D |
| 1. Plan and organize a geographic research project (e.g., specify a problem, pose a research question or hypothesis, identify data sources) |  |  |  |  |  |  |  | I | I | D |
| 1. Select and design appropriate forms of graphs, diagrams, tables, and charts to organize social studies information |  |  |  |  |  |  |  | I | I | D |
| 1. Use a variety of media to develop and organize integrated summaries of social studies information |  |  |  |  |  |  |  | I | I | D |
| 1. Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information |  |  |  |  |  |  |  | I | I | D |