

United States History and Constitution Prioritized Standards

Overview

Extended Standards

Extended standards for the South Carolina Alternate Assessment (SC-Alt) in High School US History and the Constitution (HS-USHC) were developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction.

Academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Extended standards and indicators for the SC-Alt preserve the essence of the grade-level expectations but may reduce the scope or complexity or reflect introductory/prerequisite skills for the grade-level standards. Extended standards and indicators represent challenging yet accessible content and skills for students with significant cognitive disabilities.

Process

A committee of South Carolina history and special education instructional specialists reviewed the [South Carolina Social Studies College and Career Ready Standards](#), which include the state's academic standards for general education in US History. The committee then prioritized those standards and indicators that represented core historical concepts deemed most essential for students with significant cognitive disabilities.

This document serves two purposes: 1) to guide special education teachers in linking their classroom instruction for students with significant cognitive disabilities to the state academic standards in HS USHC, and 2) to provide the content and skill limits for the SC-Alt High School USHC assessment.

Glossary

Teaching construct-relevant vocabulary is an integral part of learning historical thinking skills. This document includes a glossary of key terms, found in Appendix A, that appear throughout the prioritized standards and indicators. Teachers will need to consider students' individual needs when determining how to teach HS USHC vocabulary within instruction.

Historical Thinking Skills

This chart presents the six disciplinary skills that are the focal point of the HS USHC standards. A simplified definition and specific examples are provided for each skill, demonstrating how a student with a significant cognitive disability could engage with the historical thinking skill.

While the skill of periodization has not been prioritized for students with significant cognitive disabilities, a definition and examples are provided to show how students could demonstrate some aspects of this skill while focusing on the prioritized skills.

Disciplinary Skill	How students with a significant cognitive disability may demonstrate this skill
<p>CO: Comparison - Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.</p>	<p><i>To demonstrate their ability to use the skill of comparison, students may:</i></p> <ul style="list-style-type: none"> • Identify the characteristics of historical events over time, place, and culture. • Categorize historical events according to similarities and differences. • Construct conclusions about historical events. • Analyze the reasons for similarities and differences.
<p>CE: Causation - Evaluate significant turning points, including related causes and effects that affect historical continuity and change.</p>	<p><i>To demonstrate their ability to use the skill of causation, students may:</i></p> <ul style="list-style-type: none"> • Identify multiple causes of significant events. • Identify multiple consequences of significant events. • Categorize causes and consequences of various historical events. • Categorize cause and effect of various historical events.

<p>P: Periodization - Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.</p>	<p><i>To demonstrate their ability to think in terms of periodization, students may:</i></p> <ul style="list-style-type: none"> • Identify major turning points in American history. • Define and understand the characteristics of an era. • Identify events of an era of US history as categorized by historians. • Classify major events and developments according to historical eras.
<p>CX: Context - Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.</p>	<p><i>To demonstrate their ability to use context, students may:</i></p> <ul style="list-style-type: none"> • Distinguish events based on time and place. • Establish connections between relative historical topics. • Connect specific events to broad historical themes and developments.
<p>CC: Continuities and Changes - Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.</p>	<p><i>To demonstrate their ability to understand continuities and changes, students may:</i></p> <ul style="list-style-type: none"> • Define continuity and change. • Identify patterns of continuity and change chronologically and thematically. • Identify continuities that transcend periods and changes within a period.
<p>E: Evidence - Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.</p>	<p><i>To demonstrate their ability to use evidence in the study of history, students may:</i></p> <ul style="list-style-type: none"> • Distinguish between primary and secondary sources.

Standards and Indicators

The SC-Alt standards shown below are statements of the most important, consensually determined learning expectations in HS USHC for students with significant cognitive disabilities. Each standard is followed by prioritized indicators and topics, which integrate the skills and content within the theme of the standard.

Standard 1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.

Standard 1 Indicators (as prioritized by committee):

USHC.1.CO: Compare and contrast the development of the American identity through the founding principles and social, economic, and political development of the Northern and Southern colonies from 1607 to 1763.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Colonial Economics (goods and services, mercantilism, raw materials)
- Colonial Geography (climate, land, topography, raw materials)
- Colonial Legislatures (e.g. House of Burgesses, town hall meetings)
- Colonial Relations with Native American Tribes and Nations
- Virginia Colony
- Massachusetts Bay Colony

USHC.1.CE: Identify the causes and effects of major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- “No taxation without Representation”
- Articles of Confederation (1781)
- Bill of Rights (1789)
- Boston Tea Party (1773)
- French and Indian War (1754–1763)
- Parliamentary Acts (1763–1774)
- Constitution (1787)
- Declaration of Independence (1776)

- Shays's Rebellion (1786)

USHC.1.CX: Contextualize significant republican developments within North America's connection to the Atlantic World.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Bill of Rights (1789)
- Constitution
- Constitutional Principles: Impeachment, Judicial Review, Separation of Powers, Veto
- Declaration of Independence

USHC.1.CC: Identify continuity and change in the political debates over the proper role of the central government and neutrality in foreign affairs from 1789 to 1815.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Farewell Address (1796)
- *Marbury vs Madison* (1803)
- Two Party System: Federalists and Democratic-Republicans (1792)

USCH.1.E: Identify and distinguish between primary and secondary sources from 1607 to 1815.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Primary and secondary sources from 1607 to 1815.

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Standard 2 Indicators (as prioritized by committee):

USHC.2.CO: Compare and contrast the economic, political, and social development of the antebellum North and South from 1803 to 1860.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Factory System (Lowell Mills)
- King Cotton
- Market Revolution

USHC.2.CE: Identify the causes and effects of economic and geographic expansion through significant turning points from 1803 to 1865.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Compromise of 1850
- Louisiana Purchase (1803)
- Manifest Destiny
- Missouri Compromise (1820)

USHC.2.CX: Contextualize the perspectives on the role of the federal government in securing natural rights during the period of 1830 to 1877.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- 13th Amendment (1865)
- 14th Amendment (1867)
- 15th Amendment (1869)
- Emancipation Proclamation (1863)
- Indian Removal Act (1830)
- Trail of Tears

USHC.2.CC: Identify the continuity and change within the development of sectionalism.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Compromise of 1850
- *Dred Scott v. Sandford* (1857)
- Fugitive Slave Law (1850)
- Missouri Compromise (1820)

USCH.2.E: Identify and distinguish between primary and secondary sources from 1803 to 1877.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Primary and secondary sources from 1803 to 1877.

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Standard 3 Indicators (as prioritized by committee):

USHC.3.CO: Compare and contrast the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Captains of Industry/Robber Barons: Andrew Carnegie, J. P. Morgan, Henry Ford, John Rockefeller
- Collective Bargaining
- Labor Unions
- Philanthropy
- Strikes

USHC.3.CE: Identify the causes and effects of significant turning points in the Progressive Era from 1877 to 1924.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- 18th Amendment (1919)
- 19th Amendment (1920)
- Early Civil Rights Leaders
- Famous Strikes
- Labor Unions
- Tenement Housing
- Voting Reforms
- Women's Suffrage

USHC.3.CC: Identify significant developments that resulted in continuity or change in the settlement of the frontier between 1862 and 1924.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Dawes Severalty Act (1887)
- Environmental Conservation/National Park Service
- Reservation System
- Transcontinental Railroad
- Wounded Knee (1890)

USCH.3.E: Identify and distinguish between primary and secondary sources from 1862 to 1924.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Primary and secondary sources from 1862 to 1924.

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Standard 3 Indicators (as prioritized by committee):

USHC.4.CO: Compare and contrast the motives for and outcomes of American intervention in world affairs.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Panama Canal
- Treaty of Versailles
- Pearl Harbor (1941)
- United Nations
- Arguments for Isolationism

USHC.4.CE: Identify immediate and long-term causes and effects of the business cycles of capitalism.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Assembly Line
- Inflation
- Installment Plans and Easy Credit
- Overproduction
- Stock Market Crash (1929)
- Dust Bowl
- New Deal: Relief, Recovery, Reform—with a focus on the relief efforts

USHC.4.CX: Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- First Red Scare
- Flappers
- Harlem Renaissance
- Rise of Professional Sports / Negro Leagues

USHC.4.CC: Identify the continuity and changes on the US homefront during World War I and World War II.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Rationing
- Rosie the Riveter
- American Newspaper Coverage of the Wars
- Political Propaganda Related to Entering WWI and WWII
- Minority Roles in the War Effort (European Jews joining the American war effort, Harlem Hell Fighters, Navajo Code Talkers, Tuskegee Airman, etc.)

USCH.4.E: Identify and distinguish between primary and secondary sources from 1893 to 1945.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Primary and secondary sources from 1893 to 1945

Standard 5: Demonstrate the impact of America’s global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945 to the present.

Standard 5 Indicators (as prioritized by committee):

USHC.5.CO: Compare and contrast the technological developments and economic changes in the U.S. during the Cold War and post–Cold War eras.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Aeronautical Advancements
- Arms Race
- Baby Boom
- Communism
- Digital Technology: Computer, Internet, Social Media
- Space Race

USHC.5.CE: Identify the immediate and long-term causes and effects through significant turning points of the Cold War.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Anti-war Protests
- Arms Race
- Berlin Wall (1961–1989)
- Communism
- Cuban Missile Crisis (1962)
- Domino Theory
- Second Red Scare
- Space Race

USHC.5.CX: Contextualize domestic economic development and American national identity within global politics.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Digital Technology

- War on Terror (Operation Enduring and Iraqi Freedom)

USHC.5.CC: Identify continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- *Brown vs. Board of Education* (1954)
- Civil Rights Act of 1964
- Civil Rights Movement Strategies, Tactics, and Events
- De facto and de jure segregation
- Dr. Martin Luther King Jr.
- Malcolm X
- Voting Rights Act of 1965

USCH.5.E: Identify and distinguish between primary and secondary sources from 1945 to the present.

Educators may use the following content list and/or additional related content that provides students with opportunities to employ the target skill.

- Primary and secondary sources from 1945 to the present.

Appendix A

Glossary

Teaching construct-relevant vocabulary is an integral part of learning historical thinking skills. This glossary includes key terms that appear throughout the prioritized standards and indicators. Teachers may wish to modify this list and the definitions provided when determining ways to make the content of HS USHC standards accessible for their students.

Standard 1

act	a law <i>The goal of the Environmental Protection Act is to prevent pollution and damage to the air, land, and water.</i>
American Revolution	the US War of Independence <i>People who lived in the 13 colonies did not want to be ruled by Britain. They fought in the American Revolution to win their independence.</i>
Bill of Rights	the first 10 Amendments to the Constitution <i>The Bill of Rights guarantees important rights and freedoms to US citizens, like freedom to say what you are thinking about without worrying about being arrested.</i>
colony	an area settled by people who remain citizens of the country they came from <i>The people who founded the United States first came to America to be a part of a British colony.</i>
Congress	the two branches of our government that make our laws <i>There are two parts of the US Congress: the Senate and the House of Representatives.</i>
Constitution	the basic laws of the land; a document that determines the powers and duties of government and protects certain citizen rights. <i>The US Constitution explains what each branch of government is allowed to do.</i>
Declaration of Independence	a formal document stating that people in the 13 colonies have the right to form their own government <i>The Declaration of Independence says that we have a right to life, liberty, and the pursuit of happiness.</i>
democracy	a type of government that allows people to vote for leaders to represent them <i>In a democracy, ordinary people vote to elect leaders who make laws and important policy decisions.</i>

economy	<p>the system of producing, trading, distributing, and consuming goods and services</p> <p><i>An economy is strong when most citizens have jobs and can buy goods and services.</i></p>
federal	<p>of or relating to the central government of the United States</p> <p><i>The federal government of the United States is in Washington, DC.</i></p>
legislature	<p>elected individuals who can make, change, or get rid of the laws of a country</p> <p><i>In the United States, the legislature is made up of the Senate and the House of Representatives.</i></p>
Native Americans	<p>people who lived in the United States long before the Europeans arrived</p> <p><i>Native Americans have lived in North America for thousands of years. They are often referred to by the name of their tribe, like Cherokee, Navajo, or Sioux.</i></p>
president	<p>the elected head, or leader, of the government</p> <p><i>George Washington was the first president of the United States.</i></p>
region	<p>a part of a country, area, or territory</p> <p><i>South Carolina is in the southeast region of the United States.</i></p>
Supreme Court	<p>the most powerful court in the judicial branch of government</p> <p><i>The Supreme Court guards and interprets the Constitution to protect American citizens' constitutional rights.</i></p>
two-party system	<p>a political system with two main political parties</p> <p><i>The United States has a two-party system. The Democrats and the Republicans are the main political parties in the United States.</i></p>

Standard 2

abolitionist	<p>a person who fought to end slavery</p> <p><i>Harriet Tubman was a famous abolitionist.</i></p>
amendment	<p>a change to a policy or rule; *see also “constitutional amendment”</p> <p><i>My teacher made an amendment to the class rules. Now we need to raise our hands before we talk in class.</i></p>
cash crops	<p>crops that are very profitable (make a lot of money)</p> <p><i>Cotton was an important cash crop in the South before the Civil War. Southern plantation owners became wealthy from cotton.</i></p>
Civil War	<p>the war between the US Northern and Southern states over political and economic issues</p> <p><i>The Northern and Southern states disagreed about slavery during the Civil War.</i></p>

constitutional amendment	a change to the US Constitution <i>The 8th amendment to the US Constitution makes cruel and unusual punishment illegal.</i>
discrimination	the act of treating people unfairly based on their race, gender, age, or some other category <i>Discrimination against people of a different race by not allowing them to buy houses in certain neighborhoods is illegal.</i>
emancipation	the act of setting someone free from slavery <i>President Lincoln issued the Emancipation Proclamation that ended slavery in 1863.</i>
factory	a building or group of buildings that make goods using machinery <i>Many useful products like cars and computers are made in a factory.</i>
inequality	when opportunity or treatment is unequal and unfair <i>One example of inequality is when women are paid less than men for doing the same work.</i>
Manifest Destiny	a belief in the 1800s that westward expansion was the right thing to do and could not be stopped <i>In the 1800s, a belief in Manifest Destiny led to the forced removal of Native Americans to reservations.</i>
natural rights	rights that are so basic and universal that they are not dependent on laws <i>Life, liberty, and the search for happiness are natural rights. Nearly all countries in the world support these rights.</i>
racism	actions or policies that harm one race while helping another race <i>Refusing to hire people because of their race is an example of racism.</i>
Reconstruction	a time period following the Civil War that focused on bringing the South back into the Union <i>The rebuilding of the South after the Civil War was called the Reconstruction.</i>
resource	people, services, money, or things that can be used when needed <i>Money and skilled workers are important resources for a company.</i>

Standard 3

goods	products that can be bought or sold <i>Clothing, petroleum (oil), lumber, and electronic devices are some examples of goods.</i>
civil rights leader	a person who fights for political freedoms, rights, and civil liberties <i>Martin Luther King Jr. was a famous civil rights leader.</i>

collective bargaining	<p>the discussion or negotiation of wages and working conditions between employee representatives and their employers</p> <p><i>The striking workers engaged in collective bargaining to make their working conditions safer.</i></p>
economy	<p>the system of producing, trading, distributing, and consuming goods and services</p> <p><i>An economy is strong when most people have good-paying jobs and buy many goods (like computers) and services (like car repair).</i></p>
labor union	<p>an organization of workers who join together to improve their wages and working conditions</p> <p><i>Workers who form a labor union join together to try to make working conditions better.</i></p>
product	<p>something that you can buy, like a video game</p> <p><i>The new store had many interesting products for sale.</i></p>
reform	<p>to change something in order to make it better</p> <p><i>Prisons were reformed to make the living conditions better for inmates.</i></p>
reservation	<p>an area of land set aside for and managed by Native Americans that is managed by an Indian tribe instead of the US government</p> <p><i>There are many Native American reservations in the United States, but the largest is the Navajo Nation in Arizona, New Mexico, and Utah.</i></p>
strike	<p>a refusal to work by an organized group of workers to protest unfair treatment by their employers</p> <p><i>Railroad workers organized several strikes in the 1800s. Workers fought for safer working conditions, better pay, and shorter workdays.</i></p>
suffrage movement	<p>a fight for the right to vote</p> <p><i>The women's suffrage movement was a decades-long fight to win the right to vote for women.</i></p>
technology	<p>the use of techniques, tools, and machines to make a task easier</p> <p><i>The airplane is one kind of technology. Airplanes make traveling easier.</i></p>
Transcontinental Railroad	<p>a very long train line that connected the Pacific coast in the west to the Atlantic coast in the east</p> <p><i>Many Chinese immigrants helped build the Transcontinental Railroad.</i></p>

Standard 4

isolationism	<p>a policy of not getting involved with other countries and trying to avoid going to war</p>
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	<p>After WWI, people in the United States were tired of war. Isolationism became a popular policy.</p>
economic loss	<p>the result when the production of goods or services loses money instead of making a profit</p> <p>When a person, company, or country loses money, it is called an economic loss.</p>
flapper	<p>a young woman in the 1920s who wore short skirts, cut her hair, and challenged standards of acceptable behavior for women</p> <p>The flapper was a young woman who liked to dance and have a good time. She became a symbol of the 1920s.</p>
inflation	<p>when the cost of something increases</p> <p>If a factory pays more for oil, it could cause inflation in the goods the factory produces.</p>
minority group	<p>a small subgroup (part) of a larger group</p> <p>Asians, Hispanics, and African Americans are some of the minority groups in the United States.</p>
politics	<p>a way that people living in groups make decisions</p> <p>We can learn a lot about politics by watching the evening news.</p>
propaganda	<p>false, biased, or misleading information that is used to promote a point of view</p> <p>In wartime, political leaders sometimes use propaganda to change the way people feel about someone or something.</p>
rationing	<p>setting limits on the quantities of certain products that people could buy during wartime</p> <p>Gasoline was rationed during WWII to make sure there was enough for the military.</p>
Rosie the Riveter	<p>a picture of an imaginary woman who worked in factories and shipyards during World War II</p> <p>Rosie the Riveter was a symbol for the strong women who built tanks, planes, and other weapons during WWII.</p>
Great Depression	<p>a time when the US economy was weak, and many citizens lost their savings and jobs</p> <p>Many people in the United States did not have enough food to eat during the Great Depression. Most families were very poor.</p>
treaty	<p>a formal agreement, usually between countries</p> <p>A treaty was signed after WWI to keep Germany's military small.</p>
World War I (WWI)	<p>a global war that was fought in Europe between 1914 and 1919</p> <p>Trench warfare was the main type of fighting in WWI. Soldiers had some protection from their enemies when they fought in trenches.</p>

World War II (WWII)	<p>a global war that was fought in Europe and Southeast Asia between 1939 and 1945</p> <p><i>WWII was fought in the air, on land, and in the sea. Many innocent people lost their lives.</i></p>
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Standard 5

act	<p>a law</p> <p><i>The goal of the Environmental Protection Act is to prevent pollution and damage to the air, land, and water.</i></p>
arms race	<p>a competition between the United States and the Soviet Union (now Russia) to see who could build more powerful weapons and have a stronger military</p> <p><i>An arms race developed between the United States and the Soviet Union. Both countries had nuclear bombs and each country tried to build more weapons than the other country.</i></p>
civil rights	<p>the rights to liberty and legal, social, and economic equality</p> <p><i>Being able to vote, have a job, and own property are some examples of civil rights.</i></p>
Cold War	<p>a period of intense, hostile rivalry between the United States and the Soviet Union</p> <p><i>The United States and the Soviet Union were not friends during the Cold War.</i></p>
communism	<p>a political system based on the idea that property should be owned by everyone in a society</p> <p><i>Communism is a political system that does not allow individual people to own factories. Businesses are owned by the government.</i></p>
protest	<p>objecting to a policy or practice by doing something in public to show disagreement</p> <p><i>People who protest policies they think are unfair often march in the streets.</i></p>
segregation	<p>the act of separating people in one race or group from other people</p> <p><i>In early American history, African American children were victims of segregation when they were not allowed to go to school with White children.</i></p>
space race	<p>a competition between the United States and the Soviet Union to see who would be first to explore space</p> <p><i>The Soviet Union and the United States made many improvements in technology to see who would win the space race.</i></p>
technology	<p>the use of techniques, tools, and machines to make a task easier</p> <p><i>The airplane is one kind of technology. Airplanes make traveling easier.</i></p>

