

**United States History  
and Constitution  
Prioritized Standards**

DRAFT

## **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.

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

<p><b>P: Periodization</b> - 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"> <li>• Identify major turning points in American history.</li> <li>• Define and understand the characteristics of an era.</li> <li>• Identify events of an era of US history as categorized by historians.</li> <li>• Classify major events and developments according to historical eras.</li> </ul>
<p><b>CX: Context</b> - 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"> <li>• Distinguish events based on time and place.</li> <li>• Establish connections between relative historical topics.</li> <li>• Connect specific events to broad historical themes and developments.</li> </ul>
<p><b>CC: Continuities and Changes</b> - 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"> <li>• Define continuity and change.</li> <li>• Identify patterns of continuity and change chronologically and thematically.</li> <li>• Identify continuities that transcend periods and changes within a period.</li> </ul>
<p><b>E: Evidence</b> - 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"> <li>• Distinguish between primary and secondary sources.</li> </ul>

## 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.

<b>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.</b>
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**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

**SHC.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
- 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

American Revolution	the US War of Independence <i>The 13 colonies fought for independence from Britain during the American Revolution to become the United States of America.</i>
Bill of Rights	the first 10 Amendments to the Constitution <i>The Bill of Rights guarantees civil rights and liberties to individuals—like freedom of speech, press, and religion.</i>
colony/colonists/ colonialism	colony: a group of people who settle in a new place but keep ties to their homeland <i>The people who founded the United States first came to America to live as part of a British colony.</i>
Congress	the two branches of our government that make our laws
US Constitution	a document outlining the basic principles and laws of the United States
Declaration of Independence	the formal statement declaring the freedom of the thirteen American colonies from Great Britain
democracy	a form of government in which people have political power, either directly or indirectly by voting for representatives
economy/ economic	economy: the making and trading of a nation's or region's goods and services
federal	the central government of the United States
Native Americans	a member of original peoples living in the Americas before explorers or colonists arrived
president	the elected leader of a republic
region	a part of a country, area, or territory
Supreme Court	a federal court and the highest body in the judicial branch of government <i>The Supreme Court guards and interprets the Constitution to protect American citizens' constitutional rights.</i>
two-party system	a political system in which two political parties regularly win elections and lead in political leadership and law making

## Standard 2

abolitionist	a person who sought to end slavery
amendment	a change to a policy or rule; *see “constitutional amendment”
cash crops	crops grown for profit rather than consumption
Civil War	a battle between the US Northern and Southern states over political and economic issues
constitutional amendment	a change to the US Constitution
discrimination	the unfair treatment of others based on race, gender, age, disability, or other categories
emancipation	to set someone free from slavery
factory/factories	a building or group of buildings that make goods using machinery
inequality	a condition in which opportunity or treatment is unfair
manifest destiny	a belief in the 1800s that the United States was going to expand West to prosper
racism	actions or policies that create disadvantages for one race and advantages for another race <i>Racism is based on the belief that one person's race is superior to another person's race.</i>
Reconstruction	a period of time following the Civil War focused on rebuilding the United States and bringing the South back into the Union
resource	a supply of something that can be used when needed. Primarily something that can be converted into money

## Standard 3

good/goods	something like merchandise or possessions that may be bought or sold
civil rights leader	a person who promotes political freedoms, rights, and civil liberties
collective bargaining	the discussion or negotiation of wages and working conditions between employee representatives and their employers
economy/ economic	economy: the making and trading of a nation's or region's goods and services
labor unions	an organization of workers who join together to improve wages, benefits, and working conditions of its members
product	something that is made or manufactured for sale
reform	make change in something in order to improve it
strike	a refusal to work by an organized group of employees or workers as a form of protest, usually to show unfair treatment by their employers
suffrage movement	suffrage: the right to vote <i>Suffrage movement is the action from a group of people who campaigned to give women the right to vote in the late 1800s and early 1900s.</i>
technology/ technologies	the transformation or changing of techniques, tools, and machines created by humans to make doing something easier or more efficient
Transcontinental Railroad	a continuous train route completed in 1869 that connected the east and west coasts of the United States



**Standard 4**

isolationism	the policy of staying out of the business of other nations by abstention from alliances and other international political relations
economic loss	the making and trading of a nation's or region's goods and services that does not gain a profit but rather loses money
flapper	a fashionable young woman who liked to have fun during the 1920s
minority	a smaller number of a large group
political/ politics	a set of activities such as debate around a country's issues to gain power or a decision on a side's particular point of view
propaganda	information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view
rationing	the practice of limiting the use of a nation's goods and services
Great Depression	a time period in which the United States economy was not strong, and many citizens lost their finances and jobs
treaty	a formal agreement between two parties—usually between countries

**Standard 5**

act	an action taken or a rule made by a government, which requires something to take place
arms race	a competition between nations for the superiority and accumulation of weapons. Primarily during the Cold War
civil rights	the rights of citizens to political and social freedom and equality
Cold War	the period from the end of World War II to the fall of the Berlin Wall (1945–89) during which the political, economic, social, and military objectives of the United States and its democratic allies directly rivaled those of the Soviet Union and its communist satellites
communism	a political system in which all property and wealth is, in theory, owned by all the citizens in a classless society that is controlled by their government
segregation	the act or state of setting someone or something apart from other people or things
space race	the competition among nations regarding achievements in the field of space exploration. Primarily during the Cold War era
technology/ technologies	the transformation or changing of techniques, tools, and machines created by humans to make doing something easier or more efficient