

**United States History
and Constitution
Prioritized Standards**

The SC-Alt Online Assessment in High School US History Extended Standards were developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. This document is intended to make the general education indicators and the extended standards useful for classroom instruction and assessment test development. In 2011, the South Carolina Social Studies Academic Standards was published. That document, which sets forth the state's academic standards for general education in US History, served as the basis for the state's alternate assessment standards in high school US History. All of the academic standards and indicator statements that appear in this document have been selected from the original 2011 standards document. The extended standards and indicators preserve the essence of the grade-level expectations but may be restricted in scope or complexity or may take the form of introductory or prerequisite skills to the grade-level standards. The intended purpose of this document is to guide special education teachers in linking their classroom instruction to the state academic standards and to provide specific content to developers of the South Carolina Alternate Assessment (SC-Alt Online Assessment), the state assessment designed for administration for these students.

Teachers should be familiar with the South Carolina Social Studies Academic Standards, which sets forth the state's academic standards for general education in US History, if further definition or content information is needed.

Key vocabulary has intentionally been highlighted to assist teachers in determining the age and content appropriate vocabulary to use with instruction.

USHC-1 The student will demonstrate an understanding of the conflicts between regional and national interests in the development of democracy in the United States.

It is essential for students to know:

- The **democratic government** of the United States was first introduced during colonial times by English settlers due to influences from the British political system (1.2).
- The characteristics of democratic government evolved differently in the different colonial **regions** (1.1).
- Despite regional differences, colonial **economic** interests and protection of the colonist's rights as Englishmen unified many **colonists** in the belief that they should be an independent country. These ideas were stated in the **Declaration of Independence** and were achieved through the **American Revolution** (1.3).
- However, the nation's first attempt created a weak national government. The second attempt resulted in a stronger **federal** government through the writing of the **Constitution** (1.4).
- Fear of a too strong national government led to the **Bill of Rights**, which protected individual rights and limited the power of government (1.5).
- Disagreements about how the new government should work led to the development of the **two-party system** (1.6).
- Party differences led to a stronger **Supreme Court** as a **check** on the power of the **Congress** and **President** (1.7).

Key Vocabulary:

Democratic government
Regions
Economic
Colonists
Declaration of Independence
American Revolution
Federal
Constitution
Bill of Rights
Two-party system
Supreme Court
Check
Congress
President

USHC-2 The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

It is essential for students to know:

- As the United States was **expanding** as a nation, people were continuing to move west to lands lived on by **Native Americans** and claimed by other nations. Native Americans were forced to give up their land (2.1).
- Americans believed they had a God-given right to settle anywhere on the North American continent (**Manifest Destiny**), and even went to war with Mexico to gain land (2.2).
- The different sections (South, North and West) continued to develop different **economies** based on geography and **labor systems**. The new states had to decide whether to allow slavery (like the South), or be a free state (like the North) (2.3).
- Because of these different economies the sections had different cultures and political goals (2.4).

Key Vocabulary:

Expanding
Native Americans
Manifest Destiny
Economies
Labor systems

USHC-3 The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

It is essential for students to know:

- As new states joined the United States, the new states had to decide whether or not to allow slavery. People known as **abolitionists** worked to end slavery. The North and South were unable to agree over the expansion of slavery. The Southern states decided to leave the United States to form a government of their own. The North wanted to keep the Southern states part of the United States and the **Civil War** began (3.1).
- Many battles were fought in the South, which damaged the cities and the countryside. Both sides suffered a heavy loss of life. The South did not have as many men and **resources** as the North; as a result, the South lost the Civil War and slavery soon ended (3.2).
- After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called **Reconstruction**. People from the Southern states, or the South, wanted to return to life as it was before the Civil War. Congress made changes to the Constitution that protected the rights of African Americans (3.3).
- Reconstruction ended when Congress stopped protecting African Americans. Because of **racism**, Southerners passed laws to **discriminate** against African Americans (**Jim Crow laws**) and forced separation (**segregation**) (3.4).
- Other parts of the country practiced discrimination against African Americans as well (4.5).
- Since Reconstruction ended, different **strategies** were used to address **inequalities** for African Americans. Not all the strategies were successful, but they all advanced the cause of **civil rights** (3.5).

Key Vocabulary:

Abolitionists
Civil War
Resources
Reconstruction
Racism
Discriminate
Jim Crow laws
Segregation
Strategies
Inequalities
Civil rights

USHC-4 The student will demonstrate an understanding of the industrial development and the consequences of that development on society and policies during the second half of the nineteenth and early twentieth centuries.

It is essential for students to know:

- The time after the Civil War was a time of tremendous growth and change in the United States because of the growth of business and industry (4.2).
- People continued to move west. **Technologies**, like the railroad, made it easier for people to do their work and buy and sell goods. As more and more people moved onto Native American land, the government made laws that forced the Native Americans onto smaller **reservations** and forced them to adopt white-American culture (4.1).
- At the same time, many people gradually went from working on farms to working in **factories**. This caused many people to move to cities (4.5).
- As the population in cities grew, they became crowded, and unsafe. **Immigrants** came to the US to work in factories. Some people known as **Progressives** worked to improve the living and working conditions for all Americans (4.3, 4.6).
- Many progressives were women who also continued to work for women's right to vote (4.6).

Key Vocabulary:

Technologies

Civil War

Reservations

Factories

Immigrants

Progressives

USHC-5 The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

It is essential for students to know:

- Because U.S. factories made so many **goods**, they looked for new places to sell **products**. This led the United States to change from being **isolated** to trading around the world (5.1).
- Beginning with the **Spanish-American War**, the United States began to be seen as a **world power** for the first time (5.2).
- However, the United States wanted to stay out of **World War I**. It was led into the war after Germany sank ships with American citizens on them and threatened the United States. The United States and its **allies** fought against Germany and its allies to win the war (5.4).
- After World War I, the United States returned to being isolated (5.5, 7.1)

Key Vocabulary:

Goods

Products

Isolated

Spanish-American War

World power

World War I

Allies

USHC-6 The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

It is essential for students to know:

- Along with the rest of the world, the United States had periods of great **economic growth** followed by great **economic loss** in the 1920s and 1930s (**The Great Depression**). Americans enjoyed new **technologies** and inventions. During this time, African Americans were moving in large numbers to the North. In Harlem, the large community that was formed supported African American artists and culture. (6.1).
- A **Constitutional amendment** gave women the right to vote. However, racism and discrimination continued against African Americans and immigrants (6.2).
- In the 1930s, many people lost their jobs and could not find new jobs. Many people struggled to live and provide for their families because they were poor (6.3).
- To help Americans, President Roosevelt introduced new **government programs** (the **New Deal**). These programs created jobs, and put laws in place to prevent these problems (The Great Depression) from happening again (6.4).

Key Vocabulary:

Economic growth

Economic loss

The Great Depression

Technologies

Constitutional amendment

Government programs

New Deal

USHC-7 The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

It is essential for students to know:

- **World War II** (WWII) began when **dictators** in Germany and Japan invaded neighboring countries. The United States hoped to remain uninvolved. After the bombing of **Pearl Harbor** by Japan, the United States entered the war (7.1).
- Because most men were fighting outside the country, more women and African Americans worked in factories and in new positions in the military (7.2).
- New technology changed how the war was fought and the Great Depression came to an end (7.4).
- Eventually, the United States and its allies retook control in Europe and the Pacific, winning the war (7.3).
- During WWII, the German government **imprisoned** and killed many European Jewish people and other groups of people. This was known as the **Holocaust**. This made the world aware of the need to protect **human rights**. The US also supported the creation of a new country in the Middle East (**Israel**) for people of Jewish **heritage** (7.4).
- After WWII, the United States and the **Soviet Union** did not agree on how countries and economies should be run. This was called **The Cold War** (7.5).
- In the United States, there were many changes to people's lives after WWII like the building of suburbs, air travel, use of credit cards, and television. African Americans still faced racism and discrimination in the United States (7.6).

Key Vocabulary:

World War II

Dictators

Pearl Harbor

Imprisoned

Holocaust

Human rights

Israel

Heritage

Soviet Union

The Cold War

USHC-8 The student will demonstrate an understanding of social, economic, and political issues in contemporary America.

It is essential for students to know:

- The **Civil Rights movement** grew after World War II. This movement continued to focus on protecting rights and fair treatment for African Americans. This led to a drive to protect many different groups of people whose rights were not protected. (8.1).
- After **The Cold War** ended in the 1990s, the United States continued to take a leadership role in **world affairs**. This involvement made some groups of people in other countries angry. On September 11, 2001 (9-11), the United States was attacked by **terrorists** (8.6).
- The United States and other countries depend on each other for goods and **natural resources** in the **global economy**. As in other time periods, technology continues to advance, strengthening the connections between the **global community** (8.5).

Key Vocabulary:

Civil Rights movement

The Cold War

World affairs

Terrorists

Natural resources

Global economy

Global community