

Standards		Weekly Issues
<b>History</b>		
K.H.1	<p>Identify similarities and differences between oneself and others.</p> <p>This indicator was developed to encourage inquiry into students' individual characteristics in relation to those of their classmates.</p>	Week 1- I Am a Member of a Community
K.H.2	<p>Examine ways in which individuals change or stay the same over time.</p> <p>This indicator was developed to encourage inquiry into the ways that people change or stay the same over various periods of time, including days, weeks, and the school year.</p>	Week 1- I Am a Member of a Community Week 28- Changes Over time Week 29- Comparing Children Over Time
K.H.3	<p>Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.</p> <p>This indicator was developed to encourage inquiry into what one can learn about the world by identifying and utilizing primary sources.</p>	Week 7- Important Documents Week 12- Sources
<b>Geography</b>		
K.G.1	<p>Identify a map, various map features, and explain the purpose of maps.</p> <p>This indicator was developed to encourage inquiry into the purpose of maps and begin to recognize how the parts of maps are used to gain information (e.g., map title, map key/legend). This indicator was also developed to encourage the use of positional words used to describe locations on maps.</p>	Week 13- Map Skills Week 15- Location
K.G.2	<p>Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.</p> <p>This indicator was developed to encourage inquiry into natural features, such as mountains, oceans, and rivers and cultural features, such as buildings, restaurants, roads, and stores.</p>	Week 16- Place: Physical Characteristics Week 17- Place: Human Characteristics Week 21- Culture
K.G.3	<p>Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation.</p>	Week 16- Place: Physical Characteristics Week 17- Place: Human Characteristics Week 18- Human-Environment Interaction

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	This indicator was developed to encourage inquiry into how the cultural and natural features in the students' community vary from one place to another, and to create a map or other representation to communicate those differences.	
<b>Economics</b>		
K.E.1	Identify and compare wants and needs.  This indicator was developed to encourage inquiry into the differences between wants and needs and that different individuals have different wants and needs.	Week 22- Needs and Wants
K.E.2	Explain how wants and needs change over time.  This indicator was designed to encourage inquiry into how wants and needs change as individuals grow and change.	Week 22- Needs and Wants Week 24- Economic Choices
K.E.3	Explain why people have jobs, and describe the economic benefits for self and community.  This indicator was developed to encourage inquiry into how jobs allow community members to have consumer choice and to meet individual needs.	Week 23- Goods and Services Week 25- Economic Activities
K.E.4	Identify an economic want or need at one's school or community level and create a solution.  This indicator was developed to encourage inquiry into real world economic wants and needs and encourage hands-on practice to find possible solutions.	Week 22- Needs and Wants
<b>Civics and Government</b>		
K.CG.1	Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.  This indicator was developed to encourage inquiry into diversity within the classroom and community. Further, inquiry promotes identifying civic dispositions (e.g., compassion, cooperation, empathy, honesty, and respect) that are already exhibited in the classroom setting and can be used for problem solving in the future.	Week 8- Citizens
K.CG.2	Explain the purpose of rules and laws, and discuss consequences of breaking them.	Week 2- What Are Rules? Week 3- What Are Laws?

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	This indicator was developed to encourage inquiry into identifying rules and laws in the classroom, home, and the community and how these rules are necessary for safety.	
K.CG.3	<p>Establish and practice classroom rules and procedures for listening and responding appropriately to others.</p> <p>This indicator was developed to encourage inquiry into identifying civic dispositions (e.g., compassion, cooperation, empathy, honesty, and respect). Further, inquiry promotes the discussion of rules already in place, the creation of rules, and habits needed for civil discourse.</p>	<p>Week 2- What Are Rules?</p> <p>Week 3- What Are Laws?</p> <p>Week 4- Learning and Working Together</p>
K.CG.4	<p>Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.</p> <p>This indicator was developed to encourage inquiry into identifying real world classroom or school problems and practice a hands-on approach when finding solutions. This practice furthers inquiry through civic dispositions necessary when working with others.</p>	Week 8- Citizens

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<b>History</b>		
1.H.1	<p>Identify similarities and differences between one's community and other South Carolina communities over time.</p> <p>This indicator was developed to encourage inquiry into the defining characteristics of a students' own community. Further, inquiry should include the finding of similarities and differences among communities throughout South Carolina to build comparison skills for historical inquiry.</p>	Week 1- Community
1.H.2	<p>Analyze a current event in South Carolina and make predictions about possible outcomes.</p> <p>This indicator was developed to encourage inquiry into the causes and effects of current events specific to South Carolina, such as a recent weather experience or a new law. This promotes further inquiry into how events have affected their own lives and community.</p>	Week 27- Time
1.H.3	<p>Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.</p> <p>This indicator was developed to encourage inquiry into evaluating and utilizing primary sources as sources of knowledge to learn about South Carolina.</p>	Week 12- Sources Week 28- Changes Over Time Week 29- Comparing Children Over Time Week 30- Inventions Week 31- Transportation Over Time Week 32- Communication Over Time
<b>Geography</b>		
1.G.1	<p>Identify various types of maps, map features, and the purpose of maps.</p> <p>This indicator was developed to encourage inquiry into a variety of maps (e.g., maps of malls, roads, schools, zoos, and the world) and the purpose of different types of maps. Further, inquiry is made into map features (e.g., map title, map key/legend, and compass rose) and how they are tools in geographic inquiry.</p>	Week 13- Map Skills
1.G.2	<p>Identify and describe the geographic location of South Carolina in relation to the rest of the United States through the use of various maps and geographic tools.</p> <p>This indicator was developed to encourage inquiry into a variety of sources used to investigate and compare the location of South Carolina to the rest of the United States.</p>	Week 15- Location

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1.G.3	<p>Identify and differentiate between rural, suburban, and urban areas <i>within South Carolina</i>.</p> <p>This indicator was developed to encourage inquiry into the characteristics of urban, rural, and suburban areas within South Carolina.</p>	<p>Week 16- Place: Physical Characteristics Week 17- Place: Human Characteristics</p>
1.G.4	<p>Describe and compare various landforms <i>within South Carolina</i> through the use of primary and secondary sources.</p> <p>This indicator was developed to encourage inquiry into a variety of sources used to investigate and compare different landforms (e.g., coastlines, lakes, mountains, and rivers) within South Carolina.</p>	<p>Week 15- Location Week 16- Place: Physical Characteristics</p>
<b>Economics</b>		
1.E.1	<p>This indicator was designed to encourage inquiry into the differences between goods and services.</p> <p>The indicator also encourages inquiry into the identification of goods as items for purchase (e.g. school lunch) and services as actions that benefit others.</p>	<p>Week 23- Goods and Services</p>
1.E.2	<p>Explain how goods and services change over time.</p> <p>This indicator was designed to encourage inquiry into the goods and services relevant to one's own life, such as cell phones and computers, and how their relevance is affected by an individual's changing wants and needs. (This indicator was also designed to promote inquiry into the relationship wants and needs and their relationship to goods and services...)</p>	<p>Week 23- Goods and Services Week 24- Economic Choices</p>
1.E.3	<p>Research and describe how goods and services differ in rural, suburban, and urban areas <i>in South Carolina</i>.</p> <p>This indicator was designed to encourage inquiry into how goods and services vary in different communities. This indicator was also designed to promote inquiry into the identification of the goods and services available in their community and compare these to other South Carolina communities, such as farming in rural communities and shipping in coastal communities.</p>	<p>Week 23- Goods and Services</p>
1.E.4	<p>Identify an economic want or need at the local or state level and create a solution in the form of a good or a service.</p>	<p>Week 22- Needs and Wants</p>

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	This indicator was developed to encourage inquiry into how economic decisions influence everyday life. Inquiry is also encouraged through finding achievable ways to support one's community, such as making posters to promote recycling.	
<b>Civics and Government</b>		
1.CG.1	<p>Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.</p> <p>This indicator was developed to encourage inquiry into working with others with stories different from their own. This indicator was also developed to encourage inquiry into the identification of examples of this behavior that are already occurring and how to use civic dispositions to better accomplish a task.</p>	Week 7- Citizens
1.CG.2	<p>Describe the basic purpose, structure, and functions of <i>South Carolina's</i> government at both the local and state level.</p> <p>This indicator was developed to encourage inquiry into the hierarchy of local and state government, how they work together, and the basic responsibilities they have for the people of South Carolina.</p>	Week 4- Purpose and Structure of Government
1.CG.3	<p>Demonstrate ways to display active and responsible citizenship in local and state government.</p> <p>This indicator was designed to promote inquiry into how to be an active citizen. The indicator was also developed to encourage inquiry through examples of citizenship within one's school, the community, and at the state level.</p>	Week 7- Citizens
1.CG.4	<p>Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.</p> <p>This indicator was designed to encourage inquiry into community and state issues. The indicator was also designed to promote inquiry into state issues by using one's own experiences, connecting with other classrooms across the state, or viewing appropriate news sources.</p>	Week 7- Citizens

\*italics indicate partial coverage

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<p align="center"><b>History</b></p> <p>Standard 1: Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.</p>		
2.H.1	<p>Identify and compare significant historical events, moments, and symbols in U.S. history.</p> <p>This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.</p>	<p>Week 8- Patriotism Week 9- Patriotic Symbols Week 11- National Holidays</p>
2.H.2	<p>Examine current or past events from U.S. history, and discuss the possible causes and effects.</p> <p>This indicator was developed to encourage inquiry into multiple causes and effects of events in U.S. history. This indicator also promotes inquiry into how to practice appropriate group discussion and civic dispositions, especially related to citizens' roles in current events.</p>	<p>Week 11- National Holidays Week 30- Innovations Over Time Week 31- Historic Figures</p>
2.H.3	<p>Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.</p> <p>This indicator was developed to promote inquiry into changes that occur over various periods of time and recognize patterns in history. The indicator was also developed to encourage the exposure to resources, such as charts, graphs, timelines, and tables.</p>	<p>Week 14- Sources Week 31- Historic Figures</p>
2.H.4	<p>Evaluate different forms of evidence used in historical inquiry and determine their validity.</p> <p>This indicator was developed to encourage inquiry into how to critically evaluate sources for validity. The indicator was also developed to promote inquiry into how to ensure data is accurate, citable, complete, credible, current, and objective.</p>	<p>Week 14- Sources</p>
<p align="center"><b>Geography</b></p> <p>Standard 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States.</p>		

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2.G.1	<p>Identify the geographic location of the U. S. in relation to the rest of the world.</p> <p>This indicator was developed to encourage inquiry into the location of the U.S. on various maps and globes. This indicator promotes further inquiry into bordering nations and oceans.</p>	Week 22- Regions of the World
2.G.2	<p>Describe and compare various landforms over time within the U.S. through the use of primary and secondary sources.</p> <p>This indicator was developed to encourage inquiry into using historic images, maps, narratives, texts, or video, to investigate and compare different landforms around the U.S.</p>	Week 17- Location Week 18- Place: Physical Characteristics
2.G.3	<p>Explain how the distribution of human features, physical features, and natural resources within the U. S changes over time and impacts economic activity.</p> <p>This indicator was developed to encourage inquiry into how rivers, lakes, mountains, and other land features affect economic activity. This indicator also prompts students to explore how different geographic areas support different activities in different times due the availability of resources.</p>	Week 18- Place: Physical Characteristics Week 19- Place: Human Characteristics
<p style="text-align: center;"><b>Economics</b></p> <p style="text-align: center;">Standard 3: Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States.</p>		
2.E.1	<p>Examine the purpose of currency and how income, savings, and spending are parts of a budget.</p> <p>This indicator was developed to encourage inquiry into the purpose of currency and how currency is related to economic activity. The indicator was also designed to promote inquiry into decision-making concerning spending and saving money.</p>	Week 27- Economic Activity
2.E.2	<p>Explain how budgets change as wants and needs or the availability of goods and services change.</p> <p>This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.</p>	Week 24- Economic Resources Week 25- Goods and Services Week 27- Economic Activity
2.E.3	<p>Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings.</p>	Week 28- Economic Choices

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	This indicator was developed to encourage inquiry into different factors that must be considered when creating a budget.	
2.E.4	<p>Interpret data to show how geographic location and available resources impact economic decision-making.</p> <p>This indicator was developed to encourage inquiry into how location is related to resources and economics as resources change temporally in addition to vary spatially.</p>	<p>Week 20- Human-Environment Interaction</p> <p>Week 21- Movement</p>
<p align="center"><b>Civics and Government</b></p> <p><b>Standard 4: Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.</b></p>		
2.CG.1	<p>Identify cultural and ethnic groups in the U. S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.</p> <p>This indicator was developed to encourage inquiry into how civic dispositions (i.e compassion, cooperation, empathy, honesty, and respect) support cooperation within a diverse society.</p>	<p>Week 13- Culture</p> <p>Week 18- Place: Physical Characteristics</p>
2.CG.2	<p>Use primary and secondary sources to research a national figure who demonstrated civic dispositions.</p> <p>This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) by exploring a variety of sources, such as children's literature, historic documents, photographs and images, or news sources.</p>	<p>Week 7- Citizens</p> <p>Week 12- Founders</p> <p>Week 31- Historic Figures</p>
2.CG.3	<p>2.CG.3 Analyze how rights are granted to U. S. citizens through the founding documents.</p> <p>This indicator was developed to encourage inquiry into the rights that are granted under the Constitution, the Bill of Rights, and the First Amendment to understand how these individual freedoms help form the framework of our society.</p>	Week 4- Important Documents
2.CG.4	<p>Use evidence to propose and communicate a resolution to a national issue.</p> <p>This indicator was developed to encourage inquiry into identifying and proposing solutions to problems at the national level.</p>	Week 32- Solving Problems in Your Community

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<b>Setting a Purpose</b>		
	Introduction to World Geography	
	Themes of Geography	
	Regions	
<b>Unit 1: Map Skills and Earth's Features</b>		
Inquiry Question: How can maps help us learn about a particular place in the world?		
<b>3.1.1.AG</b>	<p>Utilize an alphanumeric grid to locate the continents and oceans.</p> <p>This indicator prompts students to inquire about the location of major physical features around the world by utilizing a basic grid (i.e., letters on one axis, numbers on the other) as preparation for learning latitude and longitude.</p>	<p>4 - Maps and Map Skills 5 - Latitude, Longitude, and Hemispheres 6- Regions: Continents and Oceans 7- Physical, Political, Climate and Population Maps 8- Maps and SC</p>
<b>3.1.2.AG</b>	<p>Locate the world's four hemispheres (i.e., northern, southern, eastern, and western) by using the major components of latitude and longitude (i.e., the Equator, the Prime Meridian, lines of latitude (i.e., parallels), lines of longitude (i.e., meridians), and the International Date Line).</p> <p>This indicator prompts students to inquire about how the world is divided for mapping purposes when using latitude and longitude.</p>	<p>4 - Maps and Map Skills 5 - Latitude, Longitude, and Hemispheres 6- Regions: Continents and Oceans 7- Physical, Political, Climate and Population Maps 8- Maps and SC</p>
<b>3.1.3.PR</b>	<p>Identify the spatial hierarchy of political and physical geographic features.</p> <p>This indicator prompts students to inquire about spatial hierarchies (i.e., scale) to understand connections between Earth's systems. Political features include cities, states, and countries. Physical features include forests, mountains, oceans, and rivers.</p>	<p>4 - Maps and Map Skills 5 - Latitude, Longitude, and Hemispheres 6- Regions: Continents and Oceans 7- Physical, Political, Climate and Population Maps 8- Maps and SC</p>
<b>Unit 2: Environment and People</b>		
Inquiry Question: How do the features of our Earth affect the way we live?		
<b>3.2.1.ER</b>	<p>Recognize and explain how physical features are distributed around the world.</p> <p>This indicator prompts students to inquire about the distribution of landforms, climates, and biomes around the world.</p>	<p>9- Physical Landforms 10- Climate and Weather 11-- Biomes 12- Interacting with the Environment 13- Environment of SC</p>

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<b>3.2.2.ER</b>	<p>Identify and analyze the ways people interact with the physical environment in different regions of the state, the country, and the world.</p> <p>This indicator prompts students to inquire about a variety of geographic landforms, water bodies, and climate patterns around the world and how humans interact with them, including population distribution and settlement patterns.</p>	9- Physical Landforms 10- Climate and Weather 11- Biomes 12- Interacting with the Environment 13- Environment of SC
<b>3.2.3.ER</b>	<p>Identify spatial variations in climates around the world and recognize the relationship between climate and human activities.</p> <p>This indicator prompts students to inquire about how climate affects decision-making regarding such factors as food, clothing, and shelter around the world.</p>	9- Physical Landforms 10- Climate and Weather 11- Biomes 12- Interacting with the Environment 13- Environment of SC
<p align="center"><b>Unit 3: Exploration and Migration</b>            Inquiry Question: Why do people explore and migrate across regions?</p>		
<b>3.5.1.HS</b>	<p>Investigate and explain the economic, social, and political motivations behind human exploration of Earth.</p> <p>This indicator prompts students to examine why humans have explored and occupied different world regions, including reasons such as resource exploration, the desire to spread religion, and empire-building.</p>	14- Where Do People Settle and Why 15- What is Exploration? 16- Exploration in South Carolina 17- Migration 18- Settling in SC
<b>3.5.2.AG</b>	<p>Use maps and other geographic representations to identify exploration patterns throughout Earth history.</p> <p>This indicator allows students to work with maps and mapping tools to show where exploration, as described in the previous indicator, impacted various populations and cultures.</p>	14- Where Do People Settle and Why 15- What is Exploration? 16- Exploration in South Carolina 17- Migration 18- Settling in SC
<b>3.5.3.HS</b>	<p>Investigate and explain the economic, social, political, and environmental motivations behind human migration and how places can change as a result.</p> <p>This indicator prompts students to examine why humans have decided to migrate – voluntarily or involuntarily – to different world regions, including reasons related to work opportunities, social or political persecution, and changing environmental conditions.</p>	14- Where Do People Settle and Why 15- What is Exploration? 16- Exploration in South Carolina 17- Migration 18- Settling in SC
<b>3.5.4.AG</b>	<p>Use maps and other geographic representations to identify how migration patterns affect people and places.</p>	14- Where Do People Settle and Why 15- What is Exploration?

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	This indicator allows students to work with maps and mapping tools to show where migration, as described in the previous indicator, affects populations in both sending and receiving locations.	16- Exploration in South Carolina 17- Migration 18- Settling in SC
<b>Unit 4: Natural Disasters</b> Inquiry Question: How can people stay safe from natural disasters?		
	<b>3.3.1.ER</b> Identify the range of natural hazards facing people and explain how some populations are more vulnerable than others.  This indicator prompts students to consider the various threats to humans including earthquakes, floods, hurricanes, tornadoes, volcanoes, and wildfires, and how human actions (e.g., building in a floodplain) can increase exposure and loss.	19- Natural Disasters 20- Natural Hazards and Disasters: What and Where? 21- Declaring a State of Emergency 22- Natural Disasters in SC
	<b>3.3.2.ER</b> Use maps and other sources of geographic information to gather evidence and draw conclusions about patterns of natural disasters around the world.  This indicator prompts students to inquire about the geographic locations and patterns of natural disasters around the world by using maps and other sources of geographic information. Location and pattern connections may include how earthquakes occur along fault lines and hurricanes form over warm water near the Equator	19- Natural Disasters 20- Natural Hazards and Disasters: What and Where? 21- Declaring a State of Emergency 22- Natural Disasters in SC
	<b>3.3.3.AG</b> Develop a natural disaster safety plan for a community.  This indicator prompts students to inquire about natural disasters that typically occur in a community and then develop a practical plan to protect the community.	19- Natural Disasters 20- Natural Hazards and Disasters: What and Where? 21- Declaring a State of Emergency 22- Natural Disasters in SC
<b>Unit 5: Culture</b> Inquiry Question: How do geographic characteristics influence culture around the world?		
<b>3.4.1 PR</b>	Investigate the cultural characteristics of places and regions around the world.  This indicator prompts students to inquire about how geography influences cultural characteristics around the world. Culture may be expressed by architecture, arts and literature, clothing, cuisine, language, and religion, among other items.	23- What is Culture? 24- Cultures Around the World- Eastern Hemisphere 25- Cultures Around the World- Western Hemisphere 26- Cultures of SC

Standards		Weekly Issues
<b>Unit 6: Economy</b> Inquiry Question: How do geographic characteristics influence the economy of countries and regions around the world?		
<b>3.4.2.HS</b>	Investigate the economic and land use characteristics of places and regions around the world.  This indicator prompts students to inquire about how geography influences economic activities around the world. Economic livelihoods may be expressed by agriculture (subsistence, commercial), industry, and services.	27- What is Economy? 28 Resources and Economy 29- What Does Global Economy Mean? 30 The Economy of SC
<b>3.4.3.AG</b>	Research and create a geographic representation of a contemporary or historic group of people to communicate findings about their cultural characteristics and livelihoods.  This indicator prompts students to inquire about different ways to represent the distribution of various cultural characteristics, like belief systems, clothing, food, and shelter, and the varied ways in which people make a living in different world regions. Geographic representations may include charts, graphs, maps, tables, or other visuals.	27- What is Economy? 28 Resources and Economy 29- What Does Global Economy Mean? 30 The Economy of SC
<b>Reflecting, Applying, Previewing</b>		
	Students will have the opportunity to share the country or region they studied applying the learned geography skills	31- My Region in Review 32- Looking Forward
	Students will preview the founding of the United States using primary and secondary resources.	31- My Region in Review 32- Looking Forward

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<b>Unit 1: Colonization</b>		
Inquiry question: How does where you live impact your lifestyle?		
4.1.CO	Compare the interactions among cultural groups as a result of European colonization.	Week 1- Exploring the New World Week 2- Colonial Founding Week 3- Colonial Life Week 4- Economics and Marginalized Groups Week 5- The Colony of South Carolina
4.1.CE	Identify the effects of changing economic systems on the diverse populations in British North America.	
4.1.P	Explain the development of political institutions and social characteristics that defined the British colonial regions.	
4.1.CX	Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina.	
4.1.CC	Identify patterns of change and continuity in the development of economic systems in British North America.	
4.1.E	Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.	
<b>Unit 2: A New Nation: the Road to Independence</b>		
Inquiry Question: When is the right time to stand for your beliefs?		
4.2.CO	Compare the roles of marginalized groups during the American Revolution.	Week 6- The French and Indian War, Taxation and Regulation Week 7- Stamp, Townshend, Navigation and Tea Acts Week 8- 1st Continental Congress and Making Sense of the Times Week 9- The Declaration and the Road to Revolution
4.2.CE	Examine the economic and political motivations for colonists to declare independence from Great Britain.	
4.2.P	Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic.	
4.2.CX	Contextualize South Carolina’s role in the development of the new nation.	
4.2.CC	Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.	
4.2.E	Analyze multiple perspectives on the economic, political, and social developments of the new nation.	
<b>Unit 3: A New Nation: The American Revolution</b>		
Inquiry Question: Would you have been a revolutionary in 1776?		
	4.2.CO Compare the roles of marginalized groups during the American Revolution.	Week 10- The Major Battles-including South Carolina Week 11- All In- Including South Carolina
	4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.	

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4.2.P	Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic	
4.2.CX	Contextualize South Carolina’s role in the development of the new nation.	
4.2.CC	Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.	
4.2.E	Analyze multiple perspectives on the economic, political, and social developments of the new nation.	
Unit 4: A New Nation		
Inquiry Question: How does “Life, Liberty, and the Pursuit of Happiness" affect me?		
4.2.CO	Compare the roles of marginalized groups during the American Revolution.	Week 12- The Articles of Confederation Week 13- The Constitution and Articles of Confederation and South Carolina Week 14- The Bill of Rights
4.2.CE	Examine the economic and political motivations for colonists to declare independence from Great Britain.	
4.2.P	Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic	
4.2.CX	Contextualize South Carolina’s role in the development of the new nation.	
4.2.CC	Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.	
4.2.E	Analyze multiple perspectives on the economic, political, and social developments of the new nation.	
Unit 5: Expansion and Sectionalism		
Inquiry Question: What are the reasons people move and the challenges they face?		
4.3.CO	Compare the motivations for and reactions to various expeditions into the Western territories.	Week 15- Expansion and Growth Week 16- Policies and Experiences of Native Americans Week 17- Slavery in America
4.3.CE	Analyze the effects of government policies in promoting United States territorial expansion into the west.	
4.3.P	Analyze the role of technology and the environmental impact during the period of Westward Expansion.	
4.3.CX	Contextualize South Carolina’s role in the development of sectionalism during the antebellum period.	
4.3.CC	Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.	

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4.3.E	Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.	
Unit 6: : Expansion and Sectionalism and Technology Inquiry Question: How does conflict cause change?		
4.3.CO	Compare the motivations for and reactions to various expeditions into the Western territories.	Week 18- Connecting Railroads Week 19- America on the Move
4.3.CE	Analyze the effects of government policies in promoting United States territorial expansion into the west.	
4.3.P	Analyze the role of technology and the environmental impact during the period of Westward Expansion.	
4.3.CX	Contextualize South Carolina’s role in the development of sectionalism during the antebellum period.	
4.3.E	Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.	
Unit 7: A Divided Nation: Causes of the Civil War Inquiry Question: How do you stand up for something that you think is right?		
4.4.CO	Compare the economic and political causes of the Civil War.	Week 20 -Industry vs Agriculture Week 21- Compromises that Divide the Country Week 22- Abolitionist and the Abolitionists Wee 23- Election of 1860 Week 24 Secession
4.4.CE	Explain the effects of military strategies utilized by the Union and the Confederacy.	
4.4.P	Explain how emancipation was achieved as a result of civic participation.	
4.4.CX	Contextualize South Carolina’s experience during the Civil War.	
4.4.CC	Identify and evaluate the economic, political, and social changes experienced throughout the Civil War.	
4.4.E	Analyze the economic, political, and social divisions during the Civil War.	
Unit 8: A Divided Nation: The Civil War Begins Inquiry Question: What strategies do you use to win a battle?		
4.4.CO	Compare the economic and political causes of the Civil War.	Week 25- Military Strategies Week 26- Social, Political, and Economic Changes Week 27- The Civil War and South Carolina Week 28- Emancipation and Appomattox
4.4.CE	Explain the effects of military strategies utilized by the Union and the Confederacy.	
4.4.P	Explain how emancipation was achieved as a result of civic participation.	
4.4.CX	Contextualize South Carolina’s experience during the Civil War.	

Standards		Weekly Issues
4.4.CC	Identify and evaluate the economic, political, and social changes experienced throughout the Civil War.	
4.4.E	Analyze the economic, political, and social divisions during the Civil War.	
<b>Unit 9: A Divided Nation- Reconstruction</b> Inquiry Question: Is it possible to have democracy without equality?		
4.4.CO	Compare the economic and political causes of the Civil War.	Week 29- 13th, 14th and 15th Amendments Week 30- Lincoln, Johnson and Reconstruction Week 31- Reconstruction Week 32- the Country and South Carolina Rebuild
4.4.CE	Explain the effects of military strategies utilized by the Union and the Confederacy.	
4.4.P	Explain how emancipation was achieved as a result of civic participation.	
4.4.CX	Contextualize South Carolina’s experience during the Civil War.	
4.4.CC	Identify and evaluate the economic, political, and social changes experienced throughout the Civil War.	
4.4.E	Analyze the economic, political, and social divisions during the Civil War.	

Standards		Weekly Issues
<b>Unit 1: Expansion and Migration</b> Inquiry question: In what ways could the Transcontinental Railroad have had both positive and negative impacts on the United States?		
5.1.CO	<p>Compare the physical landscape and demographics of the U.S. before and after the Transcontinental Railroad.</p> <p>This indicator was developed to promote inquiry into how the physical landscape of the U.S. changed due to the building of the Transcontinental Railroad. This indicator also promotes inquiry into how human movement and settlement into the American west greatly affected the physical landscape.</p>	Week 1- Transcontinental Railroad Week 2- Waves of Immigration Week 3- Westward Expansion Week 4- Spanish-American War Week 5- Second Industrial Revolution Week 6- Labor issues and Movements Week 7- Poverty and Progressivism
5.1.CE	<p>Examine push- and pull-factors related to immigration and expansion on urban and rural populations during the period.</p> <p>This indicator was developed to promote inquiry into why and how various peoples immigrated to the U.S. Furthermore, this indicator was designed to promote inquiry into how these immigrant cultures influenced American culture and society.</p>	
5.1.P	<p>Summarize how the United States' involvement in the Spanish American War led to increased U.S. economic expansion and imperialism.</p> <p>This indicator was developed to promote inquiry into how the U. S. territory and businesses expanded during the late 19th century. Furthermore, it is designed to promote inquiry into how, by the end of the Spanish American War, the U.S. began to expand overseas markets and compete with the growing European markets and industrial growth.</p>	
5.1.CX	<p>Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion.</p> <p>This indicator was developed to promote inquiry into how industrialization evolved in the U.S. and South Carolina during the late 19th century and into the early 20th century. This indicator was also designed to promote inquiry into how poor living and working conditions in urban areas led to the rise of Progressivism in the U.S.</p>	
5.1.CC	<p>Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.</p> <p>This indicator was developed to promote inquiry into how the</p>	

Standards		Weekly Issues
	economy of the United States grew during the time period. Topics for inquiry may include the impact of population growth on production, working conditions, and the subsequent labor movements to 1910.	
5.1.E	Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U. S.	
<b>Unit 2: Federal Expansion</b> Inquiry Questions: How does economic expansion impact the lives of everyday people? How did the federal government impact the everyday lives of American citizens?		
5.2.CO	<p>Compare the cultural and economic impacts of the 1929 Stock Market Crash on the U. S. and South Carolina.</p> <p>This indicator was developed to promote inquiry into how life changed in the U.S. and South Carolina after the stock market crash of 1929. The indicator was also developed to promote inquiry into how life in the 1920s differed from life in the 1930s in both the U.S. and South Carolina.</p>	<p>Week 8- Causes and Consequences of World War I</p> <p>Week 9- The Roaring 20s and Women’s Rights</p> <p>Week 10- The Harlem Renaissance and African American Cultural Change</p> <p>Week 11- the Stock Market Crash</p> <p>Week 12- Expansion of the Role of Federal Government</p>
5.2.CE	<p>Examine the primary causes of World War I and the events which led to U.S. involvement.</p> <p>This indicator was developed to promote inquiry into how the rise of ideologies in Europe led to division and conflict among nations resulting in World War I. Further, inquiry is encouraged through the exploration of the changing position of the U.S. from the beginning of the war in Europe to its eventual involvement.</p>	
5.2.P	<p>Summarize how the role of the federal government expanded during the period.</p> <p>This indicator was developed to promote inquiry into how wartime government activities, the Progressive Movement, and the New Deal represented an expansion of federal power, including attempts to protect citizens.</p>	
5.2.CX	<p>Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina.</p> <p>This indicator was developed to promote inquiry into post World War I changes in the U.S., including the “Roaring Twenties,” the Harlem Renaissance, the role of women</p>	

Standards		Weekly Issues
	outside of the home, and cultural changes for African Americans.	
5.2.CC	Examine the continuities and changes that resulted from New Deal programs and the impact these programs had on various groups throughout the U. S. and South Carolina.  This indicator was developed to promote inquiry into how the role of the government expanded during the Great Depression through the implementation of government programs. The indicator encourages inquiry into New Deal programs such as the Federal Deposit Insurance Corporation, Civilian Conservation Corps, Social Security Administration, Securities and Exchange Commission, and Tennessee Valley Authority.	
5.2.E	Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources.	
<b>Unit 3: America as a World Leader</b> Inquiry Questions: How was it possible for nations to become involved in another world war just 20 years after the end of World War I? What factors caused the United States to change from an isolationist nation to one of international leadership?		
5.3.CO	Compare the ideologies and policies that led to World War II.  This indicator was developed to promote inquiry into the ideologies and policies that led to WWII, with a particular focus on the rise of dictators throughout Europe and Asia.	Week 13- Europe, Asia, and American Before WWII Week 14- Pearl Harbor, U.S. Enters Before WWII Week 15- Government Sponsored Discrimination Week 16- The Homefront Week 17- Alliances and Rebuilding Europe Week 18- The World after WWII
5.3.CE	Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.  This indicator was developed to promote inquiry into the state-sponsorednpersecution that led to the Holocaust in Europe. This indicator was also developed to promote inquiry into the fight against discrimination toward marginalized groups in America.	
5.3.P	Summarize the U.S. government’s transition away from neutrality policies following World War I that led to its eventual involvement in World War II.	

Standards		Weekly Issues
	<p>This indicator was developed to promote inquiry into how the U.S. government viewed its position in world affairs. Further, inquiry is encouraged through a focus on governmental policies such as Lend Lease, the Neutrality Acts of the 1930s, and the peacetime draft.</p>	
5.3.CX	<p>Contextualize the technological and geographic influence on military strategies in the Pacific and European theaters of war of World War II.</p> <p>This indicator was developed to promote inquiry into how geography played a role in the military strategy in the European and Pacific theaters. The indicator was also developed to encourage inquiry into such strategies as island hopping, the use of technological advancements, and effects of a three front war.</p>	
5.3.CC	<p>Analyze the changes and continuities regarding the United States' international leadership during the period, including the rebuilding of Europe and the resettlement of displaced persons resulting from the Holocaust.</p> <p>This indicator was developed to promote inquiry into how America's international leadership evolved before, during, and after World War II. This indicator was also designed to promote inquiry into the different alliances that were formed by the United States, Great Britain, and the Soviet Union to include the Allied Powers, the United Nations, the North Atlantic Treaty Organization, and the Warsaw Pact.</p>	
5.3.E	<p>Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.</p>	
<p style="text-align: center;"><b>Unit 4: Social Change</b></p> <p style="text-align: center;">Inquiry Questions: How did the Civil Rights Movement alter the political and social norms in the United States?</p> <p style="text-align: center;">How has the modern United States changed due to global influences?</p>		
5.4.CO	<p>Compare and contrast the capitalist and communist ideologies.</p> <p>This indicator was developed to promote inquiry into how the lifestyles of those living in capitalist countries differed from those living in communism countries. This indicator was also designed to promote inquiry into how the rights of citizens differed in capitalist and communist countries.</p>	<p>Week 19- 50s and 60s Post-war Culture</p> <p>Week 20- The Korean War</p> <p>Week 21- Social Movements</p> <p>Week 22- The Civil Rights Movements and Education</p> <p>Week 23- the Civil Rights Movement and Education</p>

Standards		Weekly Issues
5.4.CE	<p>Analyze the causes and impacts of social movements in the U. S. and South Carolina.</p> <p>This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.</p>	<p>Week 24- The Communist Threat Week 25- the Atomic Age Week 26- Crisis in Cuba Week 27- The Vietnam War Week 28- The Space Race</p>
5.4.P	<p>Summarize the economic, political, and social changes in the U. S. after World War II.</p> <p>This indicator was developed to promote inquiry into how social changes such as suburbanization, the Servicemen's Readjustment Act of 1944 (i.e., G.I. Bill), and the move to desegregation affected life in America.</p>	
5.4.CX	<p>Contextualize the tension between the United States and the Soviet Union during the Cold War.</p> <p>This indicator was developed to encourage inquiry into how the United States' and Soviet Union's governments adopted different ideologies leading to distrust and tension. This indicator was also developed to encourage inquiry into the events surrounding the Cold War, such as the space race, the arms race, and proxy wars (i.e., Korean and Vietnam Wars).</p>	
5.4.CC	<p>Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of <i>Briggs v. Elliott</i> and <i>Brown v. Board of Education</i>.</p> <p>This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of <i>Brown v. Board of Education</i>. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p>	
5.4.E	<p>Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.</p>	

Standards		Weekly Issues
<b>Unit 5: South Carolina After the Collapse of the Soviet Union</b> Inquiry Question: How has the modern United States changed due to global influences?		
5.5.CO	<p>Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks.</p> <p>This indicator was developed to promote inquiry into how the U. S. continued to assume the role as a world leader before and after the terror attacks of September 11, 2001. This indicator was also designed to promote inquiry into how the U.S. focused its foreign policy on fighting terror following the September 11, 2001, attacks.</p>	Week 29- The World After the 1980's Week 30- The Fall of the Soviet Union Week 31- September 11, 2001, the day the World Stopped Week 32- South Carolina and the World
5.5.CE	<p>Analyze the impact of digital technologies on the U.S., and describe the impact those technologies had on its global influence.</p> <p>This indicator was developed to promote inquiry into how technological advancements allowed the U.S. to become more globally connected. This indicator was also designed to promote inquiry into how the expansion of technology through the Internet led to e-commerce.</p>	
5.5.P	<p>Summarize the global involvement of the U.S. using the fall of the Soviet Union as a turning point.</p> <p>This indicator was developed to promote inquiry into the U.S. role in the economic and political aspects of global affairs. This indicator was also designed to promote inquiry into how the U.S. established itself as a leading partner in handling global conflicts.</p>	
5.5.CX	<p>Contextualize the changes in rural communities in South Carolina within national and global industries.</p> <p>This indicator was developed to promote inquiry into how the development of the Internet and the expansion of technology created change in rural areas. This indicator was also designed to promote inquiry into how the expansion of industry has affected rural areas.</p>	
5.5.CC	<p>Analyze the continuities and changes in U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period.</p>	

Standards		Weekly Issues
	This indicator was developed to promote inquiry into how the U.S. relationships with other countries have developed since the collapse of the Soviet Union.	
5.5.E	Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.	

- Italics show standards not covered

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	I Am a Member of a Community	K.H.1 Identify similarities and differences between oneself and others.  K.H.2 Examine ways in which individuals change or stay the same over time.
2	What Are Rules?	K.CG.2 Explain the purpose of rules and laws, and discuss consequences of breaking them.  K.CG.3 Establish and practice classroom rules and procedures for listening and responding appropriately to others.
3	What Are Laws?	K.CG.2 Explain the purpose of rules and laws, and discuss consequences of breaking them.  K.CG.3 Establish and practice classroom rules and procedures for listening and responding appropriately to others.
4	Learning and Working Together	K.CG.3 Establish and practice classroom rules and procedures for listening and responding appropriately to others.
5	Our Government	
6	Government Services	
7	Important Documents	K.H.3 Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.
8	Citizens	K.CG.1 Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.  K.CG.4 Collaborate with others to identify a classroom or school issue and propose a resolution using civic dispositions.
9	Patriotism	
10	National Symbols	

Week	Title	Standards Covered
11	National Holidays	
12	Sources	K.H.3 Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.
<b>Geography</b>		
13	Map Skills	K.G.1 Identify a map, various map features, and explain the purpose of maps.
14	Five Themes of Geography	
15	Location	K.G.1 Identify a map, various map features, and explain the purpose of maps.
16	Place: Physical Characteristics	K.G.2 Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.  K.G.3 Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation.
17	Place: Human Characteristics	K.G.2 Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.  K.G.3 Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation.
18	Human-Environment Interaction	K.G.3 Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation.
19	Movement	
20	Types of Regions	
21	Culture	K.G.2 Utilize sources of geographic information (e.g., digital sources, maps, or photographs/images) to define and identify cultural and/or natural features.
<b>Economics</b>		
22	Needs and Wants	K.E.1 Identify and compare wants and needs.  K.E.2 Explain how wants and needs change over time.  K.E.4 Identify an economic want or need at one's school or community level and create a solution.
23	Goods and Services	K.E.3 Explain why people have jobs, and describe the economic benefits for self and community.
24	Economic Choices	K.E.2 Explain how wants and needs change over time.

Week	Title	Standards Covered
25	Economic Activities	K.E.3 Explain why people have jobs, and describe the economic benefits for self and community.
26	Spending and Saving	Explain why people have jobs, and describe the economic benefits for self and community.
<b>History</b>		
27	Time	
28	Changes Over Time	K.H.2 Examine ways in which individuals change or stay the same over time.
29	Comparing Children Over Time	K.H.2 Examine ways in which individuals change or stay the same over time.
30	Inventions	
31	Transportation Over Time	
32	Communication Over Time	

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Community	SC 1.H.1 Identify similarities and differences between one's community and other South Carolina communities over time.
2	Rules and Laws	
3	Principles of Democracy	
4	Purpose and Structure of Government	1.CG.2 Describe the basic purpose, structure, and functions of South Carolina's government at both the local and state level.
5	Government Services	
6	Important Documents	
7	Citizens	<p>1.CG.1 Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.</p> <p>1.CG.1 Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.</p> <p>1.CG.3 Demonstrate ways to display active and responsible citizenship in local and state government.</p> <p>1.CG.4 Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.</p>
8	Patriotism	
9	National Symbols	
10	National Holidays	
11	Founders	
12	Sources	1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.
<b>Geography</b>		
13	Map Skills	1.G.1 Identify various types of maps, map features, and the purpose of maps.
14	Five Themes of Geography	

Week	Title	Standards Covered
15	Location	<p>1.G.4 Describe and compare various landforms within South Carolina through the use of primary and secondary sources.</p> <p>1.G.2 Identify and describe the geographic location of South Carolina in relation to the rest of the United States through the use of various maps and geographic tools.</p>
16	Place: Physical Characteristics	<p>1.G.4 Describe and compare various landforms within South Carolina through the use of primary and secondary sources.</p> <p>1.G.3 Identify and differentiate between rural, suburban, and urban areas within South Carolina.</p>
17	Place: Human Characteristics	1.G.3 Identify and differentiate between rural, suburban, and urban areas within South Carolina.
18	Human- Environment Interaction	
19	Movement	
20	Regions of the United States	
21	Culture	
<b>Economics</b>		
22	Needs and Wants	1.E.4 Identify an economic want or need at the local or state level and create a solution in the form of a good or a service.
23	Goods and Services	<p>1.E.1 Compare goods and services in the school, community, and state.</p> <p>1.E.2 Explain how goods and services change over time.</p> <p>1.E.3 Research and describe how goods and services differ in rural, suburban, and urban areas in South Carolina.</p>
24	Economic Choices	1.E.2 Explain how goods and services change over time.
25	Economic Activities	
26	Spending and Saving	
<b>History</b>		
27	Time	1.H.2 Analyze a current event in South Carolina and make predictions about possible outcomes.
28	Changes Over Time	1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.

Week	Title	Standards Covered
29	Comparing Children Over Time	1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.
30	Inventions	1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.
31	Transportation Over Time	1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.
32	Communication Over Time	1.H.3 Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts.

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Community	
2	Rules and Laws	
3	Principles of Democracy	
4	Important Documents	2.CG.3 Analyze how rights are granted to U.S. citizens through the founding documents. This indicator was developed to encourage inquiry into the rights that are granted under the Constitution, the Bill of Rights, and the First Amendment to understand how these individual freedoms help form the framework of our society.
5	Purpose and Structure of Government	
6	Government Services	
7	Citizens	2.CG.2 Use primary and secondary sources to research a national figure who demonstrated civic dispositions. This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) by exploring a variety of sources, such as children's literature, historic documents, photographs and images, or news sources.
8	Patriotism	2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history. This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.
9	Patriotic Symbols	2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history. This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.
10	Memorial and Monuments	Identify and compare significant historical events, moments, and symbols in U.S. history. This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.
11	National Holidays	2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history. This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.

Week	Title	Standards Covered
12	Founders	<p>2.CG.2 Use primary and secondary sources to research a national figure who demonstrated civic dispositions. This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) by exploring a variety of sources, such as children's literature, historic documents, photographs and images, or news sources.</p> <p>2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects.</p>
13	Culture	<p>2.CG.1 Identify cultural and ethnic groups in the U.S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society. This indicator was developed to encourage inquiry into how civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) support cooperation within a diverse society.</p>
<b>History</b>		
14	Sources	<p>2.H.3 Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines. This indicator was developed to promote inquiry into changes that occur over various periods of time and recognize patterns in history. The indicator was also developed to encourage the exposure to resources, such as charts, graphs, timelines, and tables.</p> <p>2.H.4 Evaluate different forms of evidence used in historical inquiry and determine their validity. This indicator was developed to encourage inquiry into how to critically evaluate sources for validity. The indicator was also developed to promote inquiry into how to ensure data is accurate, citable, complete, credible, current, and objective.</p>
<b>Geography</b>		
15	Map Skills	
16	Five Themes of Geography	
17	Location	<p>2.G.2 Describe and compare various landforms over time within the U.S. through the use of primary and secondary sources. This indicator was developed to encourage inquiry into using historic images, maps, narratives, texts, or video, to investigate and compare different landforms around the U.S.</p>
18	Place: Physical Characteristics	<p>2.G.3 Explain how the distribution of human features, physical features, and natural resources within the U. S changes over time and impacts economic activity. This indicator was developed to encourage inquiry into how rivers, lakes, mountains, and other land features affect economic activity. This indicator also prompts students to explore how different geographic areas support different activities in different times due the availability of resources.</p> <p>2.G.2 Describe and compare various landforms over time within the U.S. through the use of primary and secondary sources. This indicator was developed to encourage inquiry into using historic images, maps, narratives, texts, or video, to</p>

Week	Title	Standards Covered
		investigate and compare different landforms around the U.S.
19	Place: Human Characteristics	<p>2.G.3 Explain how the distribution of human features, physical features, and natural resources within the U.S. changes over time and impacts economic activity. This indicator was developed to encourage inquiry into how rivers, lakes, mountains, and other land features affect economic activity. This indicator also prompts students to explore how different geographic areas support different activities in different times due the availability of resources.</p> <p>2.CG.1 Identify cultural and ethnic groups in the U.S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society. This indicator was developed to encourage inquiry into how civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) support cooperation within a diverse society.</p>
20	Human-Environment Interaction	2.E.4 Interpret data to show how geographic location and available resources impact economic decision-making. This indicator was developed to encourage inquiry into how location is related to resources and economics as resources change temporally in addition to vary spatially.
21	Movement	2.E.4 Interpret data to show how geographic location and available resources impact economic decision-making. This indicator was developed to encourage inquiry into how location is related to resources and economics as resources change temporally in addition to vary spatially
22	Regions of the World	2.G.1 Identify the geographic location of the U.S. in relation to the rest of the world. This indicator was developed to encourage inquiry into the location of the U.S. on various maps and globes. This indicator promotes further inquiry into bordering nations and oceans.
23	Regions of the United States	
<b>Economics</b>		
24	Economic Resources	2.E.2 Explain how budgets change as wants and needs or the availability of goods and services change. This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.
25	Goods and Services	2.E.2 Explain how budgets change as wants and needs or the availability of goods and services change. This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.
26	Economic Principles	
27	Economic Activity	<p>2.E.2 Explain how budgets change as wants and needs or the availability of goods and services change. This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.</p> <p>2.E.1 Examine the purpose of currency and how income, savings, and spending are parts of a budget. This indicator was developed to encourage inquiry into the</p>

Week	Title	Standards Covered
		purpose of currency and how currency is related to economic activity. The indicator was also designed to promote inquiry into decision-making concerning spending and saving money.
28	Economic Choices	<p>2.E.2 Explain how budgets change as wants and needs or the availability of goods and services change. This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.</p> <p>2.E.1 Examine the purpose of currency and how income, savings, and spending are parts of a budget. This indicator was developed to encourage inquiry into the purpose of currency and how currency is related to economic activity. The indicator was also designed to promote inquiry into decision-making concerning spending and saving money.</p> <p>2.E.3 Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings. This indicator was developed to encourage inquiry into different factors that must be considered when creating a budget.</p>
<b>History</b>		
29	Sequencing and Chronology	
30	Innovations Over Time	2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects. This indicator was developed to encourage inquiry into multiple causes and effects of events in U.S. history. This indicator also promotes inquiry into how to practice appropriate group discussion and civic dispositions, especially related to citizens' roles in current events.
31	Historic Figures	<p>2.CG.2 Use primary and secondary sources to research a national figure who demonstrated civic dispositions. This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) by exploring a variety of sources, such as children's literature, historic documents, photographs and images, or news sources.</p> <p>2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects. This indicator was developed to encourage inquiry into multiple causes and effects of events in U.S. history. This indicator also promotes inquiry into how to practice appropriate group discussion and civic dispositions, especially related to citizens' roles in current events.</p> <p>2.H.3 Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.</p>
32	Solving Problems in Your Community	SC.2.CG.4 Use evidence to propose and communicate a resolution to a national issue. This indicator was developed to encourage inquiry into identifying and proposing solutions to problems at the national level.

Week	Title	Standards
Setting a Purpose		
1	Introduction to World Geography	
2	Themes of Geography	
3	Regions	
Unit 1: Map Skills and Earth’s Features		
Inquiry Question: How can maps help us learn about a particular place in the world?		
4	Maps and Map Skills	3.1.1.AG Utilize an alphanumeric grid to locate the continents and oceans.
5	Latitude, Longitude, and Hemispheres	This indicator prompts students to inquire about the location of major physical features around the world by utilizing a basic grid (i.e., letters on one axis, numbers on the other) as preparation for learning latitude and longitude.
6	Regions: Continents and Oceans	
7	Physical, Political, Climate and Population Maps	
8	Maps and SC	3.1.2.AG Locate the world’s four hemispheres (i.e., northern, southern, eastern, and western) by using the major components of latitude and longitude (i.e., the Equator, the Prime Meridian, lines of latitude (i.e., parallels), lines of longitude (i.e., meridians), and the International Date Line).
		This indicator prompts students to inquire about how the world is divided for mapping purposes when using latitude and longitude.
		3.1.3.PR Identify the spatial hierarchy of political and physical geographic features.
		This indicator prompts students to inquire about spatial hierarchies (i.e., scale) to understand connections between Earth’s systems. Political features include cities, states, and countries. Physical features include forests, mountains, oceans, and rivers.
Unit 2: Environment and People		
Inquiry Question: How do the features of our Earth affect the way we live?		
9	Physical Features Landforms	3.2.1.ER Recognize and explain how physical features are distributed around the world.
10	Climate and Weather	This indicator prompts students to inquire about the distribution of landforms, climates, and biomes around the world.
11	Biomes	
12	Interacting with the Environment	3.2.2.ER Identify and analyze the ways people interact with the physical environment in different regions of the state, the country, and the world.
		This indicator prompts students to inquire about a variety of geographic landforms, water bodies, and climate patterns around the world and how humans interact with them, including population distribution and settlement patterns.

Week	Title	Standards
13	Environment of SC	<p><b>3.2.3.ER</b> Identify spatial variations in climates around the world and recognize the relationship between climate and human activities.</p> <p>This indicator prompts students to inquire about how climate affects decision-making regarding such factors as food, clothing, and shelter around the world.</p>
<p align="center"><b>Unit 3: Exploration and Migration</b></p> <p align="center">Inquiry Question: Why do people explore and migrate across regions?</p>		
14	Where Do People Settle and Why	<p><b>3.5.1.HS</b> Investigate and explain the economic, social, and political motivations behind human exploration of Earth.</p>
15	What is Exploration?	<p>This indicator prompts students to examine why humans have explored and occupied different world regions, including reasons such as resource exploration, the desire to spread religion, and empire-building.</p>
16	Exploration in South Carolina	
17	Migration	
18	Settling in SC	<p><b>3.5.2.AG</b> Use maps and other geographic representations to identify exploration patterns throughout Earth history.</p> <p>This indicator allows students to work with maps and mapping tools to show where exploration, as described in the previous indicator, impacted various populations and cultures.</p> <p><b>3.5.3.HS</b> Investigate and explain the economic, social, political, and environmental motivations behind human migration and how places can change as a result.</p> <p>This indicator prompts students to examine why humans have decided to migrate – voluntarily or involuntarily – to different world regions, including reasons related to work opportunities, social or political persecution, and changing environmental conditions.</p> <p><b>3.5.4.AG</b> Use maps and other geographic representations to identify how migration patterns affect people and places.</p> <p>This indicator allows students to work with maps and mapping tools to show where migration, as described in the previous indicator, affects populations in both sending and receiving locations.</p>
<p align="center"><b>Unit 4: Natural Disasters</b></p> <p align="center">Inquiry Question: How can people stay safe from natural disasters?</p>		
19	Natural Disasters	<p><b>3.3.1.ER</b> Identify the range of natural hazards facing people and explain how some populations are more vulnerable than others.</p>
20	Natural Hazards and Disasters: What and Where?	<p>This indicator prompts students to consider the various threats to humans including earthquakes, floods, hurricanes, tornadoes, volcanoes, and wildfires, and how human actions (e.g., building in a floodplain) can increase exposure and loss.</p>

Week	Title	Standards
21	Declaring a State of Emergency	<b>3.3.2.ER</b> Use maps and other sources of geographic information to gather evidence and draw conclusions about patterns of natural disasters around the world.  This indicator prompts students to inquire about the geographic locations and patterns of natural disasters around the world by using maps and other sources of geographic information. Location and pattern connections may include how earthquakes occur along fault lines and hurricanes form over warm water near the Equator.  <b>3.3.3.AG</b> Develop a natural disaster safety plan for a community.  This indicator prompts students to inquire about natural disasters that typically occur in a community and then develop a practical plan to protect the community.
22	Natural Disasters in SC	
Unit 5: Culture		
Inquiry Question: How do geographic characteristics influence culture around the world?		
23	What is Culture?	<b>3.4.1 PR</b> Investigate the cultural characteristics of places and regions around the world.  This indicator prompts students to inquire about how geography influences cultural characteristics around the world. Culture may be expressed by architecture, arts and literature, clothing, cuisine, language, and religion, among other items.
24	Cultures Around the World – Eastern Hemisphere	
25	Cultures Around the World – Western Hemisphere	
26	Cultures of SC	
Unit 6: Economy		
Inquiry Question: How do geographic characteristics influence the economy of countries and regions around the world?		
27	What is Economy?	<b>3.4.2.HS</b> Investigate the economic and land use characteristics of places and regions around the world.  This indicator prompts students to inquire about how geography influences economic activities around the world. Economic livelihoods may be expressed by agriculture (subsistence, commercial), industry, and services.
28	Resources and Economy	
29	What Does Global Economy mean?	<b>3.4.3.AG</b> Research and create a geographic representation of a contemporary or historic group of people to communicate findings about their cultural characteristics and livelihoods.  This indicator prompts students to inquire about different ways to represent the distribution of various cultural characteristics, like belief systems, clothing, food, and shelter, and the varied ways in which people make a living in different world regions. Geographic representations may include charts, graphs, maps, tables, or other visuals.
30	The Economy of SC	

Week	Title	Standards
<b>Reflecting, Applying, Previewing</b>		
31	My Region in Review	Students will have the opportunity to share the country or region they studied applying the learned geography skills.
32	Looking Forward	Students will preview the founding of the United States using primary and secondary resources.
<p><b>Students are provided ongoing opportunities to:</b></p> <p><b>Apply Inquiry Based Literacy Standards:</b>            Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.            Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.            Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.            Standard 4: Synthesize information to share learning and/or take action.            Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p><b>Apply and Build Upon Writing:</b>            Standard 1: Write arguments to support claims with clear reasons and relevant evidence.            Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Apply and Build Upon Communication:</b>            Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.            Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources            Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.            Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences            Standard 5: Incorporate craft techniques to engage and impact audience and convey messages</p>		

Week	Title	Standards
<b>Unit 1: Colonization</b> Inquiry question: How does where you live impact your lifestyle?		
Week	Title	Standards
1	Exploring the New World	4.1.CO Compare the interactions among cultural groups as a result of European colonization.
2	Colonial Founding	
3	Colonial Life	4.1.CE Identify the effects of changing economic systems on the diverse populations in British North America.
4	Economics and Marginalized Groups	4.1.P Explain the development of political institutions and social characteristics that defined the British colonial regions.
5	The Colony of South Carolina	4.1.CX Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina.  4.1.CC Identify patterns of change and continuity in the development of economic systems in British North America.  4.1.E Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.
<b>Unit 2: A New Nation: the Road to Independence</b> Inquiry Question: When is the right time to stand for your beliefs?		
6	The French and Indian War, Taxation and Regulation	4.2.CO Compare the roles of marginalized groups during the American Revolution.
7	Stamp, Townshend, Navigation and Tea Acts	4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.
8	1st Continental Congress and Making Sense of the Times	4.2.P Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic.
9	The Declaration and the Road to Revolution	4.2.CX Contextualize South Carolina’s role in the development of the new nation.  4.2.CC Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.  4.2.E Analyze multiple perspectives on the economic, political, and social developments of the new nation.
<b>Unit 3: A New Nation: The American Revolution</b> Inquiry Question: Would you have been a revolutionary in 1776?		
10	The Major Battles-including South Carolina	4.2.CO Compare the roles of marginalized groups during the American Revolution.

Week	Title	Standards
11	All In- Including South Carolina	<p>4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.</p> <p>4.2.P Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic</p> <p>4.2.CX Contextualize South Carolina's role in the development of the new nation.</p> <p>4.2.CC Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.</p> <p>4.2.E Analyze multiple perspectives on the economic, political, and social developments of the new nation.</p>
<p align="center"><b>Unit 4: A New Nation</b></p> <p align="center">Inquiry Question: How does "Life, Liberty, and the Pursuit of Happiness" affect me?</p>		
12	The Articles of Confederation	4.2.CO Compare the roles of marginalized groups during the American Revolution.
13	The Constitution and Articles of Confederation and South Carolina	4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.
14	The Bill of Rights	<p>4.2.P Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic</p> <p>4.2.CX Contextualize South Carolina's role in the development of the new nation.</p> <p>4.2.CC Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.</p> <p>4.2.E Analyze multiple perspectives on the economic, political, and social developments of the new nation.</p>
<p align="center"><b>Unit 5: Expansion and Sectionalism</b></p> <p align="center">Inquiry Question: What are the reasons people move and the challenges they face?</p>		
15	Expansion and Growth	4.3.CO Compare the motivations for and reactions to various expeditions into the Western territories.
16	Policies and Experiences of Native Americans	4.3.CE Analyze the effects of government policies in promoting United States territorial expansion into the west.
17	Slavery in America	<p>4.3.P Analyze the role of technology and the environmental impact during the period of Westward Expansion.</p> <p>4.3.CX Contextualize South Carolina's role in the development of sectionalism during the antebellum period.</p>

Week	Title	Standards
		<p>4.3.CC Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.</p> <p>4.3.E Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.</p>
<b>Unit 6: : Expansion and Sectionalism and Technology</b> Inquiry Question: How does conflict cause change?		
18	Connecting America- Railroads	4.3.CO Compare the motivations for and reactions to various expeditions into the Western territories.
19	America on the Move	<p>4.3.CE Analyze the effects of government policies in promoting United States territorial expansion into the west.</p> <p>4.3.P Analyze the role of technology and the environmental impact during the period of Westward Expansion.</p> <p>4.3.CX Contextualize South Carolina's role in the development of sectionalism during the antebellum period.</p> <p>4.3.CC Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.</p> <p>4.3.E Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.</p>
<b>Unit 7: A Divided Nation: Causes of the Civil War</b> Inquiry Question: How do you stand up for something that you think is right?		
20	Industry vs Agriculture	4.4.CO Compare the economic and political causes of the Civil War.
21	Compromises that Divide the Country	4.4.CE Explain the effects of military strategies utilized by the Union and the Confederacy.
22	Abolition and Abolitionists	4.4.P Explain how emancipation was achieved as a result of civic participation.
23	Election of 1860	4.4.CX Contextualize South Carolina's experience during the Civil War.
24	Secession	<p>4.4.CC Identify and evaluate the economic, political, and social changes experienced throughout the Civil War.</p> <p>4.4.E Analyze the economic, political, and social divisions during the Civil War.</p>
<b>Unit 8: A Divided Nation: The Civil War Begins</b> Inquiry Question: What strategies do you use to win a battle?		
25	Military Strategies	4.4.CO Compare the economic and political causes of the Civil War.

Week	Title	Standards
26	Social, Political, and Economic Changes	4.4.CE Explain the effects of military strategies utilized by the Union and the Confederacy.
27	The Civil War and South Carolina	4.4.P Explain how emancipation was achieved as a result of civic participation.
28	Emancipation and Appomattox	4.4.CX Contextualize South Carolina's experience during the Civil War. 4.4.CC Identify and evaluate the economic, political, and social changes experienced throughout the Civil War. 4.4.E Analyze the economic, political, and social divisions during the Civil War.
<b>Unit 9: A Divided Nation- Reconstruction</b> Inquiry Question: Is it possible to have democracy without equality?		
29	13th, 14th and 15th Amendments	4.4.CO Compare the economic and political causes of the Civil War.
30	Lincoln, Johnson and Reconstruction	4.4.CE Explain the effects of military strategies utilized by the Union and the Confederacy. 4.4.P Explain how emancipation was achieved as a result of civic participation.
31	Reconstruction	4.4.CX Contextualize South Carolina's experience during the Civil War.
32	The Country and South Carolina Rebuild	4.4.CC Identify and evaluate the economic, political, and social changes experienced throughout the Civil War. 4.4.E Analyze the economic, political, and social divisions during the Civil War.
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Week	Title	Standards
<b>Unit 1: Expansion and Migration</b> Inquiry question: In what ways could the Transcontinental Railroad have had both positive and negative impacts on the United States?		
Week	Title	Standards
1	Transcontinental Railroad	<b>5.1.CO</b> Compare the physical landscape and demographics of the U.S. before and after the Transcontinental Railroad.
2	Waves of Immigration	<b>5.1.CE</b> Compare the physical landscape and demographics of the U.S. before and after the Transcontinental Railroad.
3	Westward Expansion	<b>5.1.CX</b> Contextualize how the Second Industrial Revolution led to an
4	Spanish-American War	increased
5	Second Industrial Revolution	desire for raw materials and the United States involvement in imperialistic
6	Labor Issues and Movements	efforts and economic expansion. <b>5.1.CC</b> Summarize how imperialism and economic expansion impacted the
7	Poverty and Progressivism	experiences of different groups and shaped American cultural identities. <b>5.1.P</b> Summarize how the United States' involvement in the Spanish American War led to increased U.S. economic expansion and imperialism. <b>5.1.E</b> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.
<b>Unit 2: Federal Expansion</b> Inquiry Questions: How does economic expansion impact the lives of everyday people? How did the federal government impact the everyday lives of American citizens?		
8	Causes and Consequences of World War I	<b>5.2.CE</b> Examine the primary causes of World War I and the events which led to U.S. involvement. <b>5.2.CX</b> Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina.
9	The Roaring 20s and Women's Rights	<b>5.2.P</b> Summarize how the role of the federal government expanded during the period.
10	The Harlem Renaissance and African American Cultural Change	<b>5.2.CO</b> Compare the cultural and economic impacts of the 1929 Stock Market Crash on the U. S. and South Carolina. <b>5.2.CC</b> Examine the continuities and changes that resulted from New Deal programs and the impact these programs had on various groups
11	The Stock Market Crash	throughout the U. S. and South Carolina.

Week	Title	Standards
12	Expansion of the Role of Federal Government	<b>5.2.E</b> Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources.
<b>Unit 3: America as a World Leader</b> Inquiry Questions: How was it possible for nations to become involved in another world war just 20 years after the end of World War I? What factors caused the United States to change from an isolationist nation to one of international leadership?		
13	Europe, Asia, and American Before WWII	<b>5.3.CO</b> Compare the ideologies and policies that led to World War II. <b>5.3.P</b> Summarize the U.S. government’s transition away from neutrality policies following World War I that led to its eventual involvement in World War II. <b>5.3.CX</b> Contextualize the technological and geographic influence on military strategies in the Pacific and European theaters of war of World War II. <b>5.3.CE</b> Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust. <b>5.3.E</b> Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources. <b>5.3.CC</b> Analyze the changes and continuities regarding the United States International leadership during the period, including the rebuilding of Europe and the resettlement of displaced persons resulting from the Holocaust.
14	Pearl Harbor, U.S. Enters Before WWII	
15	Government Sponsored Discrimination	
16	The Homefront	
17	Alliances and Rebuilding Europe	
18	The World after WWII	
<b>Unit 4: Social Change</b> Inquiry Questions: How did the Civil Rights Movement alter the political and social norms in the United States? How has the modern United States changed due to global influences?		
19	50s and 60s Post-war Culture	<b>5.4.P</b> Summarize the economic, political, and social changes in the U. S. after World War II. <b>5.4.CX</b> Contextualize the tension between the United States and the Soviet Union during the Cold War. <b>5.4.CE</b> Analyze the causes and impacts of social movements in the U. S. and South Carolina. <b>5.4.E</b> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.
20	The Korean War	
21	Social Movements	
22	The Civil Rights Movement	
23	The Civil Rights Movement and Education	

Week	Title	Standards
24	The Communist Threat	<b>5.4.CC</b> Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. <b>5.4.CO</b> Compare and contrast the capitalist and communist ideologies.
25	The Atomic Age	
26	Crisis in Cuba	
27	The Vietnam War	
28	The Space Race	
<b>Unit 5: South Carolina After the Collapse of the Soviet Union</b> Inquiry Question: How has the modern United States changed due to global influences?		
29	The World After the 1980's	<b>5.5.P</b> Summarize the global involvement of the U.S. using the fall of the Soviet Union as a turning point. <b>5.5.CE</b> Analyze the impact of digital technologies on the U.S., and describe the impact those technologies had on its global influence. <b>5.5.CC</b> Analyze the continuities and changes in U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period. <b>5.5.E</b> Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources. <b>5.5.CO</b> Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks. <b>5.5.CX</b> Contextualize the changes in rural communities in South Carolina within national and global industries.
30	The Fall of the Soviet Union	
31	September 11, 2001, the day the World Stopped	
32	South Carolina and the World	
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Week	Title	Standards
		<p>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</p> <p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources</p> <p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences</p> <p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages</p>