

# Family-Friendly Guides to the SC Social Studies Standards for Modern World History

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The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina’s children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http:// sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate\\_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

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## How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student’s Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

## Summary of the course:

Students will study the history of the Modern World beginning with the time period of 1300 up to the present day. Students will begin by learning about the emergence of the Modern World from 1300–1500, global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present day (1933–present). Students will learn all Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.

# Family Friendly Guide for Modern World History

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## Content Exploration

Standard	Summary
<b>1: Emergence of the Modern World</b>	Students will explore how the emergence of the modern world was a result of exploration, the development of international trade networks, and regional economic, political, and social systems. These new ideas and understandings of the world led to innovation and change.
<b>2: Commerce, Innovation, and Expansion</b>	Students will explore how global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.
<b>3: Nationalism and Industrialization</b>	Students will explore how the rise and spread of imperialism and nationalism affected the landscape of and interactions between international entities during the 19th century. Factors such as cultural change, industrialism, nationalism, and revolution led to a worldwide shift which ultimately resulted in world war.
<b>4: World Power Struggle</b>	Students will explore how emerging global powers led to an era of worldwide competition, innovation, and struggle. A shift in economics, power, and technology contributed to global warfare ushering in a landscape marked by political change.
<b>5: Integration</b>	Students will explore how the Modern World is a mosaic that combines economics, geography, politics, religion, and social aspects. The interconnectedness of world communities allowed for diverging political ideologies and led individual countries to grapple with questions of personal liberty and political rights.

## Skills Focus

Discipline-specific skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

Skills	6 <sup>th</sup> Grade World Civilizations	High School Modern World History
<b>Comparison</b>	Utilize <b>broad</b> characteristics of historical developments to create a comparative analysis.	Utilize <b>similarities and differences among</b> historical developments over <b>time, place, and culture</b> to create a comparative analysis.
<b>Causation</b>	<b>Analyze significant turning points</b> in history to <b>assess</b> multiple long-term and short-term causes and effects.	<b>Analyze</b> significant turning points, including the related causes and effects that affect historical continuity and change.
<b>Periodization</b>	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and <b>significant turning points</b> .	<b>Summarize and analyze the methods</b> historians use categorize historical developments to create historical periodization.
<b>Contextualization</b>	<b>Identify historical context by analyzing</b> historical developments using specific references to time, place, and broader contexts.	<b>Analyze</b> how historical events produce themes that create context by which we understand <b>historical developments</b> .
<b>Continuities and Change</b>	Identify and <b>explain significant theme-based</b> patterns of continuities and changes within a period of time.	<b>Examine</b> significant turning points and theme-based patterns of continuities and changes within a period, <b>including catalysts for those changes</b> .
<b>Evidence</b>	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

## Themes Focus:

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

<b>Theme Name</b>	<b>Theme Description</b>
<b>Economic Systems and Interaction</b>	This theme encourages the study of human societies and the development of various economic systems including the production and distribution of goods and services, the development of trade and commerce between various societies and the world, and the causes and effects of economic growth and decline. Distribution of resources, innovations, and government policy drive the development, strength, and sustainability of societies over time and in movements such as colonialism, exploration, imperialism, and industrialization.
<b>Foundations of Government and State Building</b>	This theme encourages the study of different state forms, such as dynasties, empires, and nation-states, while focusing on the growth of and the interactions among them. The various types of political systems, founding and important documents, as well as corresponding ideological foundations will be explored. In addition, the development, governing systems, and sustainability of governments are included in this theme.
<b>Global Citizenship</b>	This theme encourages the study of the roles and responsibilities of being an active member in a global society. Responsible global citizens understand global issues, understand perspectives of global interconnectedness, and advocate for cultural understanding to create international cooperation.
<b>Human Experience</b>	This theme encourages the study of human and physical geography including a study of the human condition and its interaction with the world. This theme examines how societies develop over time using interactions between humans and geography to create different cultures and governments. The basis of this theme includes belief systems, gender, hierarchies, migration, and specialization of labor.
<b>Innovation, Revolution, and Change</b>	This theme encourages the study of major turning points in world history and their impact on societies and governments throughout the world. Global societies have been shaped by conflicts among nations, emerging advancements, ideas, and the technological rise of new global powers.

## Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

### Possible Questions for Inquiry for your Modern World History student:

- In what ways did the Black Death act as a catalyst for change in Europe?
- What was the effect of the rise of literacy on the Renaissance?
- What was the effect of the Black Death on the Catholic Church?
- How did religion impact the growth of worldwide empires during this time period?
- How did exploration lead to the enslavement of people world-wide?
- How did the Age of Exploration act as a turning point in world history?
- What factors resulted in the Indian Ocean's critical role in trade during this time period?
- How did life under the Ottoman Empire differ from life under its predecessor, the Byzantine Empire?
- How did the Enlightenment challenge absolute government in France?
- How did Peter the Great and Louis the XIV's views on government compare to the governments in Great Britain and the United States?
- What events contributed to Latin American revolutions?
- What principles of the Enlightenment had the greatest impact on the governments of England, the United States, France, Haiti, and Latin America? How? Why?
- How did the Enlightenment influence the revolutions of the late 18th and early 19th centuries?
- What impact did the Protestant Reformation have on religion and politics in Europe?
- What were the benefits and drawbacks of the increased global exchange during this time period? Consider Atlantic exploration, colonialism, African trade, interaction between Asian states.
- How did slavery and the transatlantic slave trade shape societies around the Atlantic World?
- How did European exploration and colonization of the Americas cause a shift in the global balance of power?
- What were the results of increased interaction in Asian civilizations due to trade?
- What are effective measures to promote change in one's government?
- Are political revolutions necessary? If so, why?
- How can political revolutions be avoided?
- What responsibilities do imperialistic nations have for their citizens at home and for the people in the locations they claim?
- What are pros and cons of industrialization and urbanization?
- How can nationalism be both positive and negative?
- Why did totalitarianism rise in countries in Europe?
- What motives did European countries have during exploration?
- How did exploration lead to imperialism and colonization?
- How did the Treaty of Versailles attempt to resolve future global conflicts?
- What factors led nations to begin competing for lands to colonize in order to fulfill their economic needs?
- How did new technology enable colonization of new territories in which it was previously impossible?
- What factors contributed to the rise of the Nazi government and its leader Adolf Hitler?

- How did nationalism feed imperialism and colonization during the interwar period?
- How did anti-Semitism make the Holocaust possible in Europe?
- What was Jewish life like in Europe before the war and how did it change after World War I?
- What choices did international governments make in the face of German aggression and Germany's oppression of its Jews?
- What were the overall effects of the Berlin Conference?
- How did militarism, alliances, imperialism, and nationalism contribute to World War I?
- How did the Cold War impact different parts of the world?
- How did the Universal Declaration of Human Rights shape policies around the world?
- What has been the long-term impact of the Arab Spring?
- What shape did decolonization take across Asia and Africa?
- How has the legacy of decolonization contributed to conflicts in the Middle East?
- What are the potential impacts of Brexit on Europe?
- How have social media contributed to a more interconnected world?
- What constitutes a genocide?
- How do push and pull factors each contribute to human migration?
- What impact did postwar migration have on technological developments around the world?

### **Additional Resources:**

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
  - The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
- [South Carolina Social Studies Instructional Guides](#)
  - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
- [South Carolina ETV](#)
  - The site may also be found by visiting: <https://www.scetv.org/>
- [South Carolina Remote Learning](#)
  - These are websites that are identified by grade level and content range for your student.
  - The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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