

***ELEMENTARY GRADES***

***3 -5***

# ***GRADE 3***

***SUGGESTED CLASSROOM INSTRUCTIONAL TIME***

***+++ 100 MINUTES PER WEEK +++***

## **Grade 3 South Carolina Studies**

**Social Studies in grade three concentrates on the story of South Carolina through the study of its varied geography and the diversity of its people. This study explores South Carolina's role and place in the foundation and continuing history of the United States. Students will study the everyday lives of its people, their problems and accomplishments and their roles in the development of the social, economic, and political structures of the state. By doing so, students will see the important roles that they themselves play in the future of their state.**

**Instruction should emphasize the elements of social studies in literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines in this subject area: Geography, History, Political Science, and Economics, within the framework of Catholic identity and Catholic Social justice.**

**Standard 3-1:** The student will demonstrate an understanding of the geography and climate of the regions and its influence over human systems in South Carolina.

**Indicators:**

- 3.1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms, river systems, major cities, and climate regions.
  
- 3.1.2 Categorize, according to their physical and human characteristics, the six geographic regions of South Carolina - Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, and the Outer Coastal Plain.
  
- 3.1.3 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, worship and use resources, land and transportation. Include the influence of the geography and resources on these trends.
  
- 3.1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. Incorporate our responsibility to conserve and protect our landscape and natural resources for future generations.

**Note: Adapt the Use of Maps, globes, models of Indicator 6-1.2 to your grade level**

**Standard 3-2:** The students will demonstrate an understanding of the exploration and settlement of South Carolina.

**Indicators:**

- 3.2.1 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the principal nations - Cherokee, the Catawba, the Edisto, and the Yemassee.
- 3.2.2 Explain the motives behind the exploration and settlement of South Carolina by the English, Spanish, and the French, including the concept “for king and country”.
- 3.2.3 Identify on a map and explain the sea and land routes of the explorers of South Carolina and compare the geographic features of the areas that they explored.
- 3.2.4 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando De Soto, Jean Ribault, and Juan Pardo, William Hilton, and Henry Woodward.
- 3.2.5 Identify the early and diverse settlers of South Carolina and explain the reasons for their settlement and their contributions to the colony, including the English from Barbados.
- 3.2.6 Explain the impact that European colonization had on Native Americans, including conflicts between the settlers and Native Americans. Incorporate the need to respect cultural differences and appreciate other cultures’ contributions.

**Standard 3-3:** The students will demonstrate an understanding of the development of colonial South Carolina.

**Indicators:**

- 3.3.1 Describe the government, culture, and economy of colonial SC and contributions of the colonists under the Lord Proprietors and the Royal colonial government.
- 3.3.2 Explain the transfer of the institution of slavery into SC and the role of African Americans in the developing plantation economy, including the concept of cash crops. Discuss how their human dignity and rights were affected.
- 3.3.3 Explain the daily lives of African American slaves and their contributions to SC, such as the Gullah culture and the introduction of new foods.
- 3.3.4 Identify and explain African American acts of resistance against white authority.

**Standard 3-4:** The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

**Indicators:**

- 3.4.1 Analyze the causes of the American Revolution - including Britain's passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence – and South Carolina's role in these events.
- 3.4.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British.
- 3.4.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital.
- 3.4.4 Outline the current structure of state government, including branches of government, the names of the representative bodies; and the role that cities, towns, and counties play in this system.

**Standard 3-5** - The students will demonstrate an understanding of the events that lead to the Civil War, the course of the War and Reconstruction and South Carolina's roles in these events.

**Indicators:**

- 3.5.1 Compare the conditions of daily life for the various classes of people in South Carolina, including the elite, the middle class, the independent farmers, and the free and the enslaved African Americans.
- 3.5.2 Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, the importance of cotton on the economy, subsequent expansion of slavery, and economic dependence on slavery.
- 3.5.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life.
- 3.5.4 Summarize the key conflicts and key leaders of the Civil War in South Carolina and their effects on the state, including the daily lives of people of different classes. Instruction should also include the lack of food, clothing, and living essentials and the continuing racial tensions.
- 3.5.5 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems.
- 3.5.6 Summarize the effects of Reconstruction of South Carolina, including the development of public education, racial advancements and tensions, and economic changes.

**Standard 3-6** - The students will demonstrate an understanding of the events major developments in South Carolina in the late nineteenth and twentieth century.

**Indicators:**

- 3.6.2 Explain the developments in industry and technology in South Carolina in the late nineteenth and twentieth century and its affects on the people and their daily lives.
- 3.6.2 Identify and describe the effects of the state and local laws, commonly known as Jim Crow laws, on African Americans in South Carolina.
- 3.6.3 Summarize the changes in South Carolina’s economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries.
- 3.6.4 Identify and explain the impact and the causes of migration from South Carolina and the internal migration from rural areas to the cities on the economy and people of South Carolina and their daily lives.
- 3.6.5 Explain the effects of the Great Depression and the New Deal on the daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps.
- 3.6.6 Summarize the impact of WW I and WW II to the economy and daily lives of people in South Carolina, including their efforts of support in the wars.
- 3.6.7 Summarize the key evens and effects of the civil rights movement in South Carolina, including desegregation of schools and other public facilities and the acceptance of African Americans’ right to vote.
- 3.6.8 Identify and explain the rights and responsibilities that contemporary South Carolinians have in the schools the community, the sate, and the nation.

# ***GRADE 4***

***SUGGESTED CLASSROOM INSTRUCTIONAL TIME***  
***+++ 100 MINUTES PER WEEK +++***

**Grade 4**  
**United States: Developing a New Nation**

**Social Studies in grade four concentrates on the development of the United States. It begins with the First Americans and early exploration and continues through the westward movement and its impact on slavery. It includes the study of its varied geography and the diversity of its people. This study explores the contributions of the Native Americans, the exploration and settlement by the Europeans, the fight for independence, the beginnings of the United States as an independent nation, the westward expansion and its impact on slavery and states' rights. Students will study the everyday lives of its people, their problems and accomplishments and their roles in the development of the social, economic, and political structures of the developing nation. By doing so, students will see the important people and events that have made the United States what it are today.**

**Instruction should emphasize the elements of social studies in literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines in this subject area: Geography, History, Political Science, and Economics, within a framework of Catholic Identity and Catholic Social Justice.**

**Standard 4-1:** The students will demonstrate an understanding of the migration and settlement of Native Americans of North America.

**Indicators:**

- 4-1.1 Explore the various theories, including the land bridge theory, to summarize the migration and spread of the Native American populations to North America. Incorporate map skills and the geography, climate, and resources of North America and how they influenced the migration.
- 4-1.2 Identify and compare the early cultures of North America, including geography, climate, resources, and their influences over developing Native American groups.
- 4-1.3 Compare the everyday life and culture of the major Native American cultures: Eastern Woodlands, Plains, Southwestern, and Pacific Northwestern. Including geography, climate, resources, and government.

**Note: Adapt the Use of Maps, globes, models of Indicator 6-1.2 to your grade level.**

**Standard 4-2:** The students will demonstrate an understanding of exploration in the Eastern Hemisphere and its influence on European Exploration.

**Indicators:**

4-2.1 Explain that the desire for trade led people of Asia and Europe to travel and build stronger ties to people of other continents, specifically the Silk Road.

4-2.2 Summarize the rich trading kingdoms that developed in West.

4-2.3 Summarize early European exploration of the Vikings and Portuguese. Explain the influence of Portuguese exploration on the development of sea routes to Africa and Asia.

**Standard 4-3:** The students will demonstrate an understanding of exploration of the New World.

**Indicators:**

- 4-3.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England. Include the competition between the nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.
- 4-3.2 Summarize the motivation and accomplishments of European Explorers including those from France including their land and sea routes.
- 4-3.3 Explain the effects of exploration on the Native American culture and population as well as the effects on the European culture. Identify the exchange of plant life, animal life, and disease that resulted from exploration of the New World.

**Standard 4-4:** The students will demonstrate an understanding of the motive and settlement of the New World.

**Indicators:**

- 4-4.1 Identify the English, French, and Spanish colonies in North America, including geography, climate, resources, and map skills and summarize the motivations for the settlement of these colonies.
- 4-4.2 Compare the European settlements with emphasis on daily life in the original thirteen colonies, including, religious emphasis, economic activities, and government.
- 4-4.3 Summarize the introduction and establishment of slavery in the American colonies, the role of the slave trade, the nature of the Middle Passage; and they types of goods that were exchanged
- 4-4.4 Explain the impact of the indentured servant and slavery on life in the New World and the contributions of the African Americans to the development of the American colonies.
- 4-4.5 Explain how conflicts and cooperation among Native Americans and Europeans and its influence on colonial events such as the slave revolts, Native American wars, trade, and the French and Indian War.

**Standard 4-5:** The students will demonstrate an understanding of the conflict between the American colonies and England.

**Indicators:**

- 4-5.1 Summarize the events that lead up to the American Revolution, including: French & Indian War, British policies such as taxes, American's resistance to these policies, focusing on Taxation without Representation, boycotts, petitions.
- 4-5.2 Summarize the roles of key people of both British and Americans in the tension and conflict, including groups such as women and African Americans.
- 4-5.3 Explain major ideas and philosophies of government reflected in the Declaration of Independence as well as events leading up to its signing.
- 4-5.4 Summarize key events and battles of the American Revolution.
- 4-5.5 Summarize the aid received from France and the Netherlands and its impact to the ending of the American Revolution.
- 4-5.6 Summarize and explain the effects of the American Revolution on the new nation, African Americans, Native Americans

**Standard 4-6:** The students will demonstrate an understanding of the development of the new nation of America and the establishment of the new government.

**Indicators:**

- 4-6.1 Explain the establishment of the new American government. Include conflicting philosophies (political parties) and the final adoption of the Constitution.
- 4-6.2 Summarize the branches of government including checks and balances.
- 4-6.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government.
- 4-6.4 Summarize the roles and accomplishments of early leaders in the development of the new nation.
- 4-6.5 Summarize the importance of citizenship and responsibilities by providing examples on how citizens take an active role in the civil process.
- 4-6.6 Summarize the terms of the Three-Fifths Compromise and the Fugitive Slave Acts and the representation of different philosophies with regard to equality.
- 4-6.7 Compare the social and economic differences of the two political parties that began to form in the 1790's, led by Alexander Hamilton and Thomas Jefferson.

**Standard 4-7:** The students will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

**Indicators:**

- 4-7.1 Summarize the major expeditions and explorations that played a role in westward expansion, including important individuals such as Daniel Boone and Zebulon Pike.
- 4-7.2 Illustrate and explain the geographical features of the areas explored.
- 4-7.3 Explain the motives for westward expansion, including the concept of Manifest Destiny, economic opportunities in trade and rich land.
- 4-7.4 Summarize the events that led to key acquisitions such as the Louisiana Purchase, The Northwest Territory Treaty, the Florida Purchase, Annexation of Texas, and Mexican Cession. Include the geographical features of the lands acquired.
- 4-7.5 Explain the cultural impact to America from these purchases, including adoption of names and philosophies from the Spanish and French culture that we still see today
- 4-7.6 Explain the affect of expansion on Native American population and culture, including the taking over land, treaties and Acts.
- 4-7.7 Use a map to illustrate the patterns of migration and trade, including Oregon Trail and the Santa Fe Trail. Include background, motives, experiences, and conflicts of different groups.
- 4-7.8 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives.
- 4-7.9 Summarize different legislation and events and explain how they affected the institution of slavery. Include the Northwest Ordinance of 1787, the Missouri Compromise, etc and its growing affect on tensions regarding slavery.