

Correlations to South Carolina High School Core Course Standards
 United States History and the Constitution

| <i>Glencoe The American Vision</i> | | |
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| Standards | Student Edition Pages | Teacher Wraparound Edition Pages |
| Standard USHC-1: The student will demonstrate an understanding of the settlement of North America. | | |
| USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development the America, including religious, social, political, and economic differences. (H, E, P, G) | 82-83, 84-90, 91-97, 98-102, 104-109, 110-111 | 86, 88, 92, 93, 95, 105 |
| Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation. | | |
| USHC-2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H) | 94, 97, 98-102, 108-109, 110, 116-123, 124-125, 128, 131 - 132 | 99, 100, 101, 122 |
| USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E) | 114-115, 116-125, 126-131, 132-133, 134-137, 138-145, 147-152, 154-155 | 127, 128, 130, 135, 139, 140, 144, 148 |

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| USHC-2.3 Explain the development and effectiveness of the Articles of Confederation. (H, P) | 128-129, 130, 131-133, 141, 158-159, 162 | |
| USHC-2.4 Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution. (H, P) | 158-163, 164-169, 172-175, 176-177, 178-187, 206, 1066-1067 | 157, 166, 168, 174 |
| USHC-2.5 Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters. (P, H) | 164-169, 178-187, 188-205, 211, 1060, 1062, 1063 | 151, 165, 180, 182, 186 |
| USHC-2.6 Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system. (P, H, E) | 208-209, 210-214, 215-220, 234, 235 | 216 |

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| <p>USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall’s precedent-setting decisions such as that in <i>Marbury v. Madison</i>. (H, P)</p> | <p>23, 185-186, 211, 222-223, 242-243, 270, 392, 510, 589, 843-845, 868-869, 922, 929-930, 936, 961, 983, 988, 1028-1029</p> | |
| <p>Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.</p> | | |
| <p>USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people’s motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character. (H, G, E)</p> | <p>217, 223-224, 226-227, 247, 265, 269-270, 294-299, 301, 320-324, 328-329, 412-413, 425-430</p> | <p>296, 426, 427</p> |
| <p>USHC-3.2 Explain how the Monroe Doctrine and the concept of manifest destiny affected United States’ relationships with foreign powers, including the role of the Texas Revolution and the Mexican War. (H, E, P, G)</p> | <p>244, 262, 295-296, 300-304, 309-311, 314, 522-523, 1070</p> | <p>301, 302, 310</p> |

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| <p>USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. (E, H, G)</p> | <p>245-250, 251-256, 262</p> | <p>246, 247, 255</p> |
| <p>Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.</p> | | |
| <p>USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights. (H, P, G)</p> | <p>277, 278-282, 284-288, 290, 291</p> | <p>279, 280, 281, 285, 287</p> |
| <p>USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states’ rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)</p> | <p>242-243, 257-258, 284-288, 322-324, 327-328, 329, 330-331, 332-334, 337-338, 340-342, 343, 346, 347</p> | <p>285, 323, 333</p> |

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| <p>USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G, E, P)</p> | <p>348-349, 350-356, 357-363, 364-368, 369-373, 374-375, 376-380, 382-383</p> | <p>351, 358, 360, 361, 365, 370, 371, 378</p> |
| <p>USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (H, P)</p> | <p>186, 201, 202-203, 379-380, 384-385, 386-389, 390, 391-395, 398-402, 408</p> | <p>387, 388, 392, 393, 396, 399, 405</p> |
| <p>USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation. (H, E, G, P)</p> | <p>389, 391-393, 395, 398-407, 408, 409</p> | <p>399, 400, 405</p> |

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

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| <p>USHC-5.1 Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living. (E, H)</p> | <p>418-419, 434-435, 436-440, 442-446, 447-451, 452-453, 460, 470, 471, 478, 486, 495-496, 497, 501, 506, 532</p> | <p>437, 444, 445, 448</p> |
| <p>USHC-5.2 Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)</p> | <p>437, 438-439, 443, 454, 455, 457, 459, 495, 496, 497, 501, 504, 505</p> | |

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| <p>USHC-5.3 Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (H, E, P)</p> | <p>422-423, 500-507, 509, 510, 514</p> | <p>501, 502, 503, 504</p> |
| <p>USHC-5.4 Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest. (H, E)</p> | <p>437, 443, 452, 454-459, 460, 461, 470, 495, 504-505, 551-552</p> | <p>455, 456, 458</p> |
| <p>USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)</p> | <p>437, 462-463, 464-468, 469-473, 474-475, 476-480, 481-486, 488, 498, 509, 547</p> | <p>465, 466, 467, 471, 472, 477, 482</p> |

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| <p>USHC-5.6 Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines. (H, G, P, E)</p> | <p>462-463, 464-468, 474-475, 469-470, 472-473, 483-484, 485-486, 488</p> | <p>465, 466</p> |
| <p>USHC-5.7 Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington. (H, P, E)</p> | <p>459, 475, 485-486, 511-512, 532, 544-545, 546-553, 555-559, 570, 572</p> | <p>547, 548</p> |
| <p>Standard USHC-6: The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.</p> | | |
| <p>USHC-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions. (H, G, E)</p> | <p>477-478, 482-483, 485, 518-519, 520-525, 536-541, 555, 648-649</p> | <p>523, 524, 537</p> |

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| <p>USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America’s declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States. (H, G, E)</p> | <p>518-519, 522-525, 527-533, 534-535, 537-538, 542, 543</p> | <p>528, 529, 531</p> |
| <p>USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt’s “big stick diplomacy,” William Taft’s “dollar diplomacy,” and Woodrow Wilson’s “moral diplomacy.” (H, G, E)</p> | <p>532-533, 536-541, 542, 543, 576-577, 582</p> | <p>540</p> |

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| <p>USHC-6.4 Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson’s leadership in the Treaty of Versailles and the League of Nations. (H, P)</p> | <p>574-575, 576-583, 592-597, 604, 605</p> | <p>577, 578, 579, 580, 582, 596</p> |
| <p>Standard USHC-7: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.</p> | | |
| <p>USHC-7.1 Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life. (H, E)</p> | <p>593-594, 608-609, 613, 632, 640-646, 652, 653</p> | <p>641, 643, 644, 645</p> |
| <p>USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies. (H, E)</p> | <p>606-607, 608-609, 612-616, 620-623, 624-625, 627-628, 631, 632, 633, 644, 664-665</p> | <p>613, 621, 622, 629</p> |

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| <p>USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial. (H, P)</p> | <p>601-602, 603, 610-611, 612-613, 615-616, 618-619, 632</p> | <p>614</p> |
| <p>USHC-7.4 Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment. (H, E, G, P)</p> | <p>654-655, 656-660, 661-665, 666-667, 668-672, 673, 674-675</p> | <p>657, 658, 662, 663, 669, 671</p> |

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| <p>USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement. (H, P, E)</p> | <p>676-677, 679, 681, 682-688, 689-694, 695-700, 702, 703</p> | <p>683, 684, 690, 691, 693, 697</p> |
| <p>Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.</p> | | |
| <p>USHC-8.1 Analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor. (H, P)</p> | <p>706-707, 708-710, 711-712, 713-718, 719-724, 725-730, 732, 733</p> | <p>709, 714, 726, 727, 728</p> |

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| <p>USHC-8.2 Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle. (H)</p> | <p>715-718, 734-735, 736-741, 742-747, 749-754, 755-761, 762-763, 764-771, 774</p> | <p>714, 745, 765, 768</p> |
| <p>USHC-8.3 Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans. (H, E)</p> | <p>737, 734, 749-754, 773, 774</p> | <p>751, 753</p> |
| <p>USHC-8.4 Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials. (H)</p> | <p>719-724, 732, 733, 772</p> | <p>721, 722</p> |

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| <p>USHC-8.5 Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns. (H, G, E)</p> | <p>771, 795-796, 798-799, 815, 817-818, 819</p> | <p>781</p> |
| <p>Standard USHC-9: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.</p> | | |
| <p>USHC-9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society. (H, E)</p> | <p>808-813, 814-819, 820-827, 828-832, 834-835</p> | <p>777, 812, 815, 821, 822, 824, 831</p> |

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| <p>USHC-9.2 Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances. (H, G, P)</p> | <p>776-777, 778-780, 781-789, 790-796, 797-802, 804-805, 846-850, 851</p> | <p>791, 798, 800, 849</p> |
| <p>USHC-9.3 Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon. (H, P, G)</p> | <p>854-860, 896-901, 902-903, 904-909, 910-914, 916-917, 1079</p> | <p>898, 906, 907, 908, 913</p> |

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| <p>USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter. (H, G, P)</p> | <p>785, 798-802, 809-810, 811-813, 842-843, 846-851, 855-856, 857-860, 894, 897, 955-957, 966-967, 968-969, 1003-1004</p> | <p>799, 800, 812, 847, 849, 858, 956</p> |
| <p>USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity. (H, P)</p> | <p>857, 866-872, 873-880, 881-886, 888-889, 926-930, 932-937, 946, 983, 1056, 1078</p> | <p>869, 870, 874, 875, 876, 877, 879, 883, 884, 885, 928</p> |

Standard USHC-10: The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

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| <p>USHC-10.1 Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism. (P, H, G)</p> | <p>989-991, 1001-1003, 1004-1005, 1019-1020, 1021, 1031-1033, 1034-1035, 1036, 1037, 1038</p> | <p>1002, 1033, 1034, 1035</p> |
| <p>USHC-10.2 Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity. (E, H, P)</p> | <p>1005, 1018, 1022, 1023-1024, 1025</p> | |