

**Grade 11-12: U.S. and South Carolina Studies, Government /Economics**  
**National Park Service Sites: Fort Moultrie, Liberty Square, Fort Sumter and Charles Pinckney**

The purpose of this document is to help educators find connections between the state's learning results and the National Park Service sites. After each learning result the following key will be used: Fort Moultrie = FOMO, Liberty Square = LS, Fort Sumter = FOSU and Charles Pinckney = CHPI.

**TIME, CONTINUITY, AND CHANGE: HISTORY**

12.1 The learner will demonstrate an understanding of the major developments in the United States and South Carolina from the end of Reconstruction through World War II (1945). The student should be able to:

12.1.3 Describe how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. FOMO

**POWER, AUTHORITY, AND GOVERNANCE: GOVERNMENT/POLITICAL SCIENCE**

12.3 The learner will demonstrate an understanding of the government, its origins, and functions, including civic life and politics. The student should be able to:

12.3.4 Explain the various purposes that constitutions serve. CHPI, LS

12.4 The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The student should be able to:

12.4.1 Explain the essential ideas of American constitutional government as expressed in the Declaration of Independence, the Federalist Papers, and other historic documents. CHPI, LS

12.4.4 Explain important factors that have helped shape American democracy, including religious freedom, a history of slavery, effects of a frontier and a market economy. CHPI, LS

12.4.8 Evaluate and take and defend positions on issues in which fundamental values and principles are in conflict, including conflicts between liberty and equality and conflicts between individual rights and the need to maintain stability. CHPI, LS

12.5 The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American democracy. The student should be able to:

12.5.1 Evaluate and take and defend positions on issues regarding the distribution of powers and responsibilities within the federal government.

12.5.11 Analyze how political parties, campaigns and elections provide opportunities for citizens to participate in the political process.

12.7 The learner will demonstrate an understanding of the role of the citizen in American democracy, including personal and civic right and responsibilities. The student should be able to:

12.7.9 Identify examples of individual and public goals and explain how participation in civic and political life can help attain them. CHPI, LS

**PEOPLE, PLACES AND ENVIRONMENTS: GEOGRAPHY**

12.8 The learner will demonstrate an understanding of the United States in spatial terms. The student should be able to:

12.8.1 Design and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features of the United States. All sites

12.8.2 Describe geographic patterns and types of migration as they have affected settlement, population change, economic development, natural resources, and ecosystems. CHPI, LS, FOMO

**PRODUCTION, DISTRIBUTION, AND CONSUMPTION: ECONOMICS**

12.9 The learner will demonstrate an understanding of how scarcity and choice impact economic activity. The student should be able to:

12.9.3 Examine how money, goods, and services link households and businesses in the U.S. economy. CHPI, LS

12.9.11 Explain factors of production. CHPI, LS

12.11 The learner will demonstrate an understanding of the sources of income and growth in a free enterprise economy. The student should be able to:

12.11.4 Describe the relationships among technology, productivity, and capital. CHPI, LS