

## Chapter 8: Separation of Powers

# SC Social Studies Academic Standards

This chapter will facilitate instruction of the following South Carolina Social Studies Academic Standards:

**USHC Standard 1:** Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.

*Enduring Understanding: The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.*

**USHC.1.CE** ..... Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 – 1791.

**USG Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

*Enduring Understanding: The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.*

**USG.1.ER** ..... Analyze the philosophical influences on core political principles in the American constitutional democracy.

**USG.1.IP** ..... Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations.

**USG Standard 2:** Demonstrate an understanding of the structure and functions of government at all levels in the United States.

*Enduring Understanding: In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.*

**USG.2.IN** ..... Analyze how power and responsibility are distributed, shared, and limited in the American constitutional government.

**USG.2.CC** ..... Explain how governments in South Carolina are organized and how they function in the American constitutional government.

**USG.2.IP** ..... Synthesize why the rule of law has a central place in American society and the impact it has on the American political system.

**USG Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

*Enduring Understanding: American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one's belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.*

**USG.3.ER** ..... Describe the policy making process in the American constitutional government.

**USG.3.IN** ..... Interpret how American political beliefs are shaped by the founding principles, core values, and changing demographics of America, and how those beliefs led to the creation of ideological trends which affect public policy over time.

**USG Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.

*Enduring Understanding: A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government.*

**USG.4.IN** ..... Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.

**USG.4.CC** ..... Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society's opportunities and public facilities.

**USG.4.IP** ..... Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

**HG Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.

*Enduring Understanding: A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government.*

**HG.4.4.PR** ..... Analyze how states spatially organize governance systems, and explain the distribution and patterns of these political systems in various regions.

Chapter 8: Separation of Powers  
**SC College- and Career-Ready Standards / English  
Language Arts**

This Separation of Powers Activity meets the following **South Carolina English Language Arts (ELA) Standards:**

**Inquiry-Based Literacy**.....**Grades 6, 7, 8  
English I, II, III, and IV**

- 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 integrated information to share learning and/or take action.

**Reading Informational Text**.....**Grades 6, 7, 8  
English I, II, III, and IV**

- Standard 1:** Demonstrate understanding of the organization and basic features of print.
- Standard 2:** Demonstrate understanding of spoken words, syllables, and sounds.
- Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- Standard 4:** Read with sufficient accuracy and fluency to support comprehension.
- Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- Standard 6:** Summarize key details and ideas to support analysis of central ideas.
- Standard 7:** Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
- Standard 10:** Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.

**Writing** .....**Grades 6, 7, 8  
English I, II, III, IV**

- 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.

**Standard 4:** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

**Communication .....Grades 6, 7, 8**  
**English I, II, III, and IV**

**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