

Correlation of  
**We the People Series – Second Level**  
to the South Carolina English Language Arts Standards, Grades 6-8 [2015]

UNIT ONE LESSON TITLES	ELA STANDARDS
<b>Lesson 1</b> <i>What were the British colonies in America like in the 1770s?</i>	<p><b>Inquiry-Based Literacy Standards</b></p> <p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p><b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p><b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading – Literary Text</b></p> <p><b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p><b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.</p> <p><b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p><b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p><b>Reading Informational Text Standards</b></p> <p><b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>
<b>Lesson 2</b> <i>Why do we need government?</i>	
<b>Lesson 3</b> <i>What is republican government?</i>	
<b>Lesson 4</b> <i>What is constitutional government?</i>	
<b>Lesson 5</b> <i>How can we organize government to prevent the abuse of power?</i>	

**Standard 6:** Summarize key details and ideas to support analysis of central ideas.

**Standard 9:** Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

### **Writing Standards**

**Standard 1:** Write arguments to support claims with clear reasons and relevant evidence.

**Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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

**Standard 5:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Communication Standards**

**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.

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

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**We the People Series – Second Level**  
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UNIT TWO LESSON TITLES	ELA STANDARDS
<b>Lesson 6</b> <i>How did constitutional government develop in Great Britain?</i>	<p><b>Inquiry-Based Literacy Standards</b></p> <p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p><b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p><b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text Standards</b></p> <p><b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p><b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.</p> <p><b>Writing Standards</b></p> <p><b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p><b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<b>Lesson 7</b> <i>What experiences led to the American Revolution?</i>	
<b>Lesson 8</b> <i>What basic ideas about government are in the Declaration of Independence?</i>	
<b>Lesson 9</b> <i>What happened during the American Revolution? How did the government function?</i>	
<b>Lesson 10</b> <i>How did the states govern themselves after the Revolution?</i>	
<b>Lesson 11</b> <i>How did the Articles of Confederation organize the first national government?</i>	

	<p><b>Communication Standards</b></p> <p><b>Standard 1:</b> 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.</p> <p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p><b>UNIT THREE LESSON TITLES</b></p>	<p><b>ELA STANDARDS</b></p>
<p><b>Lesson 12</b> <i>Who attended the Philadelphia Convention? How was it organized?</i></p>	<p><b>Inquiry-Based Literacy Standards</b></p> <p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p><b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text Standards</b></p> <p><b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p><b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.</p> <p><b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p><b>Writing Standards</b></p> <p><b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Communication Standards</b></p> <p><b>Standard 1:</b> 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.</p> <p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p><b>Lesson 13</b> <i>How did the Framers resolve the conflict about representation in Congress?</i></p>	
<p><b>Lesson 14</b> <i>How did the Framers resolve the conflict between the Northern and Southern states?</i></p>	
<p><b>Lesson 15</b> <i>How did the Framers resolve the conflict about the powers of the legislative branch?</i></p>	
<p><b>Lesson 16</b> <i>How much power should be given to the executive and judicial branches?</i></p>	

UNIT FOUR LESSON TITLES	ELA STANDARDS
<p><b>Lesson 17</b> <i>How did the Constitution create a federal system of government?</i></p>	<p><b>Inquiry-Based Literacy Standards</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.  <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text Standards</b>  <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.  <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.  <b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.  <b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p><b>Writing Standards</b>  <b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Communication Standards</b>  <b>Standard 1:</b> 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.  <b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.  <b>Standard 3:</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>
<p><b>Lesson 18</b> <i>How did the people approve the new Constitution?</i></p>	
<p><b>Lesson 19</b> <i>How did Congress organize the new government?</i></p>	
<p><b>Lesson 20</b> <i>How did political parties develop?</i></p>	
<p><b>Lesson 21</b> <i>How does the U. S. Supreme Court use the power of judicial review?</i></p>	
<p><b>Lesson 22</b> <i>How does the Supreme Court determine the meaning of the words in the Constitution?</i></p>	

UNIT FIVE LESSON TITLES	ELA STANDARDS
<p><b>Lesson 23</b> <i>How does the Constitution protect freedom of expression?</i></p>	<p><b>Inquiry-Based Literacy Standards</b> <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>
<p><b>Lesson 24</b> <i>How does the Constitution protect freedom of religion?</i></p>	<p><b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. <b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>
<p><b>Lesson 25</b> <i>How has the right to vote expanded since the Constitution was adopted?</i></p>	<p><b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading – Literary Text</b> <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print. <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>
<p><b>Lesson 26</b> <i>How does the Constitution safeguard the right to equal protection of the law?</i></p>	<p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension. <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>
<p><b>Lesson 27</b> <b>How does the Constitution protect the right to due process of law?</b></p>	<p><b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. <b>Standard 9:</b> Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. <b>Standard 11:</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p> <p><b>Reading Informational Text Standards</b> <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print. <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds. <b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension. <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas. <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. <b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and</p>

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**Writing Standards**

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**Communication Standards**

**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.

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**Standard 3:** Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

UNIT SIX LESSON TITLES	ELA STANDARDS
<p><b>Lesson 28</b> <i>What is the relationship of the United States to other nations in the world?</i></p>	<p><b>Inquiry-Based Literacy Standards</b>  <b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>
<p><b>Lesson 29</b> <i>What are the rights and responsibilities of citizenship?</i></p>	<p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.</p>
<p><b>Lesson 30</b> <i>How might citizens participate in civic affairs?</i></p>	<p><b>Reading Informational Text Standards</b>  <b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.  <b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.  <b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.  <b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p><b>Writing Standards</b>  <b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.  <b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Communication Standards</b>  <b>Standard 1:</b> 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.  <b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>



