

Correlation of
We the People Series – Second Level
to the South Carolina Social Studies Academic Standards, Grades 6-8 [2011] and the
South Carolina English Language Arts Standards, Grades 6-8 [2015]

UNIT 1 – WHAT WERE THE FOUNDERS’ BASIC IDEAS ABOUT GOVERNMENT?		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Lesson 1 What were the British colonies in America like in the 1770s?</p>	<p>7-1.1 Compare the colonial claims and the expansion of European powers through 1770. 7-1.3 Summarize the policy of mercantilism as a way of building a nation’s wealth, including government policies to control trade. 7-1.4 Analyze the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class. 7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas. 8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony. 8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves. 8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.</p>	<p>Inquiry-Based Literacy Standards 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.</p> <p>Reading – Literary Text 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 thematic development. Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>
<p>Lesson 2 Why do we need government?</p>	<p>7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s. 7-2.2 Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton. 7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.</p>	

	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.</p>	<p>Reading Informational Text Standards Standard 1: Demonstrate understanding of the organization and basic features of print. 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 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.</p>
<p>Lesson 3 What is republican government?</p>	<p>6-2.3 Describe the development of Roman civilization, including language, government, architecture, and engineering. 6-2.4 Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius). 7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s. 7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government. 7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement.</p>	<p>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.</p>
<p>Lesson 4 What is constitutional government?</p>	<p>7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s. 7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government. 7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement. 8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.</p>	<p>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.</p>

<p>Lesson 5 How can we organize government to prevent the abuse of power?</p>	<p>7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.</p> <p>7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.</p> <p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.</p> <p>8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina's Regulator Movement.</p> <p>8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.</p>	
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UNIT 2 – WHAT SHAPED THE FOUNDERS’ THINKING ABOUT GOVERNMENT?		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Lesson 6 How did constitutional government develop in Great Britain?</p>	<p>7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.</p> <p>7-2.2 Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton.</p> <p>7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.</p> <p>7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.</p> <p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.</p> <p>8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.</p>	<p>Inquiry-Based Literacy Standards 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.</p> <p>Reading Informational Text Standards Standard 1: Demonstrate understanding of the organization and basic features of print. 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.</p>
<p>Lesson 7 What experiences led to the American Revolution?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.</p> <p>8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.</p>	<p>Writing Standards 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 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>

	<p>8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina's Regulator Movement.</p> <p>8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.</p> <p>8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.</p> <p>8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.</p> <p>8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.</p>	<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Communication Standards</p> <p>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.</p> <p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
<p>Lesson 8 What basic ideas about government are in the Declaration of Independence?</p>	<p>7-2.1 Analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s.</p> <p>7-2.2 Explain how the scientific revolution challenged authority and influenced Enlightenment philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton.</p> <p>7-2.3 Analyze the Enlightenment ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged absolutism and influenced the development of limited government.</p> <p>7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the monarchy in England and on limited government.</p> <p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.</p> <p>8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina's Regulator Movement.</p> <p>8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.</p> <p>8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.</p> <p>8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.</p>	

<p>Lesson 9 What happened during the American Revolution? How did the government function?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty. 8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.</p>	
<p>Lesson 10 How did the states govern themselves after the Revolution?</p>	<p>8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence. 8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state's economy.</p>	
<p>Lesson 11 How did the Articles of Confederation organize the first national government?</p>	<p>8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.</p>	

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UNIT 3 – WHAT HAPPENED AT THE PHILADELPHIA CONVENTION?		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Lesson 12 Who attended the Philadelphia Convention? How was it organized?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>Inquiry-Based Literacy Standards Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 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.</p> <p>Reading Informational Text Standards 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.</p>
<p>Lesson 13 How did the Framers resolve the conflict about representation in Congress?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>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.</p>
<p>Lesson 14 How did the Framers resolve the conflict between the Northern and Southern states?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>Writing Standards Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p>

<p>Lesson 15 How did the Framers resolve the conflict about the powers of the legislative branch?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>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.</p>
<p>Lesson 16 How much power should be given to the executive and judicial branches?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	

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UNIT 4 – HOW WAS THE CONSTITUTION USED TO ESTABLISH OUR GOVERNMENT?		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Lesson 17 How did the Constitution create a federal system of government?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>Inquiry-Based Literacy Standards 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.</p>
<p>Lesson 18 How did the people approve the new Constitution?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>Reading Informational Text Standards 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 8: 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>Lesson 19 How did Congress organize the new government?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution.</p>	<p>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 8: 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>Lesson 20 How did political parties develop?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. 8-3.3 Explain the basic principles of government as established in the United States Constitution. 8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.</p>	<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. Standard 8: 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>Lesson 21 How does the U. S. Supreme Court use the power of judicial review?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.</p> <p>8-3.3 Explain the basic principles of government as established in the United States Constitution.</p> <p>8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.</p> <p>8-4.3 Analyze key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.</p>	<p>Writing Standards Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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. Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>
<p>Lesson 22 How does the Supreme Court determine the meaning of the words in the Constitution?</p>	<p>8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.</p> <p>8-3.3 Explain the basic principles of government as established in the United States Constitution.</p> <p>8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.</p> <p>8-4.3 Analyze key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.</p>	

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UNIT 5 – HOW DOES THE CONSTITUTION PROTECT OUR BASIC RIGHTS?		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Lesson 23 How does the Constitution protect freedom of expression?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-3.3 Explain the basic principles of government as established in the United States Constitution. 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.</p>	<p>Inquiry-Based Literacy Standards 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.</p>
<p>Lesson 24 How does the Constitution protect freedom of religion?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-3.3 Explain the basic principles of government as established in the United States Constitution. 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.</p>	<p>Reading – Literary Text 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 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. Standard 9: 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. Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p>
<p>Lesson 25 How has the right to vote expanded since the Constitution was adopted?</p>	<p>8-3.3 Explain the basic principles of government as established in the United States Constitution. 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection. 8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.</p>	<p>Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p>

	<p>8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p>	<p>Reading Informational Text Standards 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 8: 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>Lesson 26 How does the Constitution safeguard the right to equal protection of the law?</p>	<p>8-3.3 Explain the basic principles of government as established in the United States Constitution. 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection. 8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p>	<p>Writing Standards 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. Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Lesson 27 How does the Constitution protect the right to due process of law?</p>	<p>8-3.3 Explain the basic principles of government as established in the United States Constitution. 8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection..</p>	<p>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. Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>

Correlation of
We the People Series – Second Level
to the South Carolina Social Studies Academic Standards, Grades 6-8 [2011] and the
South Carolina English Language Arts Standards, Grades 6-8 [2015]

UNIT 6 – WHAT ARE THE RESPONSIBILITIES OF CITIZENS?

LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Lesson 28 What is the relationship of the United States to other nations in the world?</p>	<p>7-6.1 Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU).</p> <p>7-6.2 Compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi’s role in the non-violence movement for India’s independence, the emergence of nationalist movements in African and Asian countries, and the collapse of the apartheid system in South Africa.</p> <p>7-6.3 Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan.</p> <p>7-6.5 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.</p> <p>7-6.6 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment.</p> <p>8-7.1 Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities.</p> <p>8-7.4 Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state’s continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the</p>	<p>Inquiry-Based Literacy Standards 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.</p> <p>Reading Informational Text Standards Standard 1: Demonstrate understanding of the organization and basic features of print. 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.</p> <p>Writing Standards 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.</p>

	<p>increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.</p>	<p>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.</p>
<p>Lesson 29 What are the rights and responsibilities of citizenship?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p>	<p>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.</p>
<p>Lesson 30 How might citizens participate in civic affairs?</p>	<p>7-2.5 Explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good. 8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.</p>	