

Correlation of *Foundations of Democracy Series*- High School Level to the  
 South Carolina Social Studies Academic Standards [2011] and the  
 South Carolina College- and Career-Ready Standards for English Language Arts, Grades 9-12 [2015]  
 Updated May 2017

Topics	Social Studies Standards	South Carolina College- and Career-Ready Standards for ELA
<p><b>Authority</b></p> <p><u>Unit Titles</u></p> <p><i>What is Authority?</i></p> <p><i>How Can We Evaluate Candidates for Positions of Authority?</i></p> <p><i>How Can We Evaluate Rules and Laws?</i></p> <p><i>What Are the Benefits and Costs of Authority?</i></p> <p><i>What Should Be the Scope and Limits of Authority?</i></p>	<p><b>MWH-5.2</b> Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.</p> <p><b>MWH-6.1</b> Explain the impact of English political institutions and attitudes on their North American colonies, and the American Revolution.</p> <p><b>MWH-7.5</b> Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.</p> <p><b>USHC-1.3</b> Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.</p> <p><b>USHC-1.5</b> Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.</p> <p><b>USHC-3.3</b> Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.</p> <p><b>USHC-8.1</b> Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.</p> <p><b>USG-1.1</b> Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.</p> <p><b>USG-1.2</b> Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.</p> <p><b>USG-1.3</b> Evaluate the role and relationship of the citizen to government in democratic, republican, authoritarian, and totalitarian systems.</p>	<p><b>Inquiry-Based Literacy</b>                      <b>English 1-English 4</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>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p><b>Reading Informational Text</b>                      <b>English 1- English 4</b></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>Standard 9:</b> 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>

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<p><b>Privacy</b></p> <p><u>Unit Titles</u></p> <p><i>What is the Importance of Privacy?</i></p> <p><i>What Factors Explain Differences in Privacy Behavior?</i></p> <p><i>What are Some of the Benefits and Costs of Privacy?</i></p> <p><i>What Should Be the Limits and Scope of Privacy?</i></p>	<p><b>MWH-7.2</b> Analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s and 1930s contributed to the renewal of international hostilities in the years leading to World War II.</p> <p><b>USHC-1.5</b> Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.</p> <p><b>USHC-8.3</b> Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.</p> <p><b>USG-1.1</b> Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.</p> <p><b>USG-2.3</b> Analyze the British heritage that fostered development of the core political principles of American government, including the Magna Carta, the Petition of Right (1628), the Glorious Revolution, the English Bill of Rights, and the Mayflower Compact.</p> <p><b>USG-3.2</b> Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.</p> <p><b>USG-4.5</b> Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.</p> <p><b>USG-4.6</b> Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.</p>	<p><b>Inquiry-Based Literacy</b>                      <b>English 1-English 4</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>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p><b>Reading Informational Text</b>                      <b>English 1- English 4</b></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>Standard 9:</b> 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>

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<p><b>Privacy</b>  (Continued)</p>		<p><b>Writing</b> <b>English 1- English 4</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 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. <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. <b>Standard 6:</b> Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p><b>Communication</b> <b>English 1- English 4</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>
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Topics	Social Studies Standards	South Carolina College- and Career-Ready Standards for ELA
<p><b>Responsibility</b></p> <p><u>Unit Titles</u></p> <p><i>What is Responsibility?</i></p> <p><i>What are the Benefits and Costs of Fulfilling Responsibility?</i></p> <p><i>How Can You Choose Among Competing Responsibilities?</i></p> <p><i>Who Should Be Considered Responsible?</i></p>	<p><b>MWH-5.2</b> Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.</p> <p><b>MWH-6.2</b> Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century South American rebellions.</p> <p><b>USHC-1.5</b> Explain how the fundamental principle of <b>limited government</b> is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.</p> <p><b>USHC-4.6</b> Compare the accomplishments and limitations of the women’s suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.</p> <p><b>USHC-8.1</b> Analyze the African American Civil Rights Movement, including initial strategies, landmark cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.</p> <p><b>USG-1.5</b> Evaluate limited government and unlimited government with regard to governance, including rule of law, the role of constitutions, civil rights, political freedom, economic freedom, and the ability of citizens to impact or influence the governing process</p> <p><b>USG-2.4</b> Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, the Articles of Confederation, state constitutions, the United States Constitution, <i>The Federalist</i> papers, and the Bill of Rights.</p> <p><b>USG-4.1</b> Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.</p> <p><b>USG-4.3</b> Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.</p> <p><b>USG-4.4</b> Analyze the process through which citizens monitor and influence public policy, including <b>political parties</b>, interest groups, the media, lobbying, donations, issue advocacy, and candidate</p>	<p><b>Inquiry-Based Literacy</b>                      <b>English 1-English 4</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>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p><b>Reading Informational Text</b>                      <b>English 1- English 4</b></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>Standard 9:</b> 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>

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<p style="text-align: center;"><b>Responsibility</b>  (Continued)</p>	<p>support.  <b>USG-4.5</b> Evaluate the importance of civil rights and civil liberties for citizens in American political <b>culture</b> and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.</p> <p><b>USG-4.6</b> Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.</p>	<p style="text-align: center;"><b>Writing</b> <span style="float: right;"><b>English 1- English 4</b></span></p> <p><b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.  <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.  <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 style="text-align: center;"><b>Communication</b> <span style="float: right;"><b>English 1- English 4</b></span></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.  <b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>
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<p><b>Justice</b></p> <p><u>Unit Titles</u></p> <p><i>What is Justice?</i></p> <p><i>What is Distributive Justice?</i></p> <p><i>What is Corrective Justice?</i></p> <p><i>What is Procedural Justice?</i></p>	<p><b>MWH-6.2</b> Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century South American rebellions.</p> <p><b>MWH-6.7</b> Explain the causes of the Russian Revolution of 1917, including the reasons that the revolutionary government progressed from moderate to radical.</p> <p><b>USHC-1.3</b> Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.</p> <p><b>USHC-6.2</b> Explain the causes and effects of the social change and conflict between traditional and modern <b>culture</b> that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial</p> <p><b>USHC-8.2</b> Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.</p> <p><b>USG-1.1</b> Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.</p> <p><b>USG-1.2</b> Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.</p> <p><b>USG-1.5</b> Evaluate <b>limited government</b> and <b>unlimited government</b> with regard to governance, including <b>rule of law</b>, the role of <b>constitutions</b>, civil rights, political freedom, economic freedom, and the ability of citizens to impact or influence the governing process.</p> <p><b>USG-2.1</b> Summarize core principles of United States government, including <b>limited government</b>, federalism, <b>checks and balances</b>, <b>separation of powers</b>, <b>rule of law</b>, <b>popular sovereignty</b>, <b>republicanism</b>, individual rights, freedom, equality, and self-government.</p> <p><b>USG-2.5</b> Evaluate significant American historical documents in</p>	<p><b>Inquiry-Based Literacy</b>                      <b>English 1-English 4</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>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p><b>Reading Informational Text</b>                      <b>English 1- English 4</b></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>Standard 9:</b> 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>

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<p><b>Justice</b>  (Continued)</p>	<p>relation to the application of core principles (e.g., the Virginia and Kentucky Resolutions, the <b>Ordinance of Nullification</b>, the Seneca Falls Declaration, the Emancipation Proclamation, Martin Luther King Jr.'s "Letter from a Birmingham Jail"), the eleventh through the twenty-seventh amendments to the Constitution, and critical Supreme Court cases.</p> <p><b>USG-3.4</b> Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state <b>constitutions</b>, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.</p> <p><b>USG-4.1</b> Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.</p> <p><b>USG-4.3</b> Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.</p> <p><b>USG-4.5</b> Evaluate the importance of civil rights and civil liberties for citizens in American political <b>culture</b> and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.</p> <p><b>USG-4.6</b> Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.</p>	<p><b>Writing</b> <span style="float: right;"><b>English 1- English 4</b></span></p> <p><b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</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> <p><b>Communication</b> <span style="float: right;"><b>English 1- English 4</b></span></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>
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