

Correlation of
Street Law

to the South Carolina Social Studies Academic Standards, Grades 9-12 [2011] and the
South Carolina College- and Career-Ready Standards for English Language Arts, Grades 9-12 [2015]

UNIT TITLES	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<p>Unit One <i>Introduction to Law and the Legal System</i></p> <p>Unit Two <i>Criminal Law and Juvenile Justice</i></p> <p>Unit Three <i>Torts</i></p> <p>Unit Four <i>Consumer and Housing Law</i></p> <p>Unit Five <i>Family Law</i></p> <p>Unit Six <i>Individual Rights and Liberties</i></p>	<p>MWH-5.2 Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.</p> <p>MWH-6.1 Explain the impact of English political institutions and attitudes on their North American colonies, and the American Revolution.</p> <p>MWH-8.2 Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the OAS)</p> <p>USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.</p> <p>USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.</p> <p>USHC-1.4 Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.</p> <p>USHC-1.5 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>USG-1.1 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>USG-1.2 Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.</p>	<p>Inquiry-Based Literacy Standards English 1-4</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>Standard 4: Synthesize integrated information to share learning and/or take action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>Reading – Literary Text (RL) English 1-4</p> <p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>Standard 6: Summarize key details and ideas to support analysis of thematic development.</p> <p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>

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	<p>USG-1.3 Evaluate the role and relationship of the citizen to government in democratic, republican, authoritarian, and totalitarian systems.</p> <p>USG-1.4 Analyze the institutional and organizational structure of government that allows it to carry out its purpose and function effectively, including the branches of government and legitimate bureaucratic institutions.</p> <p>USG-1.5 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>USG-1.6 Evaluate the organization of government in confederal, federal, and unitary systems, including the distribution of power and the advantages and disadvantages of each system.</p> <p>USG-2.1 Summarize core principles of United States government, including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.</p> <p>USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.</p> <p>USG-3.2 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>USG-3.3 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, and reserved powers; the meaning of the ninth and tenth amendments; the principle of states' rights; the promotion of limited government; the protection of individual rights; and the potential for conflict among the levels of government.</p>	<p>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.</p> <p>Standard 10: 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>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>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>Reading Informational Text Standards English 1- 4</p> <p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p> <p>Standard 6: Summarize key details and ideas to support analysis of central ideas.</p> <p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>
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		<p>Communication Standards English 1- 4</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>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p>
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