

Correlation of
Foundations of Democracy – Upper Elementary Grades
 to the SC Social Studies Academic Standards [2011] and the S.C. College- and Career-Ready Standards- ELA [2015]

AUTHORITY

LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<u>Lesson 1:</u> <i>What is the Difference between Authority and Power Without Authority?</i>	<u>Third Grade Indicators</u> 2.1, 2.2, 2.4, 3.1, 3.2, 3.4, 3.5	<u>Inquiry-Based Literacy Standards</u> 1, 2, 3, 4, 5
<u>Lesson 2:</u> <i>What are Some Sources of Authority?</i>	<u>Fourth Grade Indicators</u> 3.1, 3.2, 4.1, 4.2, 4.3, 6.5	<u>Reading Informational Text Standards</u> 1, 3, 4, 5, 6, 8
<u>Lesson 3:</u> <i>Why Do We Need Authority?</i>		
<u>Lesson 4:</u> <i>How can You Use Authority to Solve a Community Problem?</i>	<u>Fifth Grade Indicators</u> 1.2, 1.4, 5.3	<u>Writing Standards</u> 1, 2, 3
<u>Lesson 5:</u> <i>How should We Choose People for Positions of Authority?</i>		
<u>Lesson 6:</u> <i>Who Would You Select for the Position of Little League Coach?</i>		
<u>Lesson 7:</u> <i>How Can We Evaluate Rules and Laws?</i>		<u>Communication Standards</u> 1, 2
<u>Lesson 8:</u> <i>How Can You Develop a New Rule or Law?</i>		
<u>Lesson 9:</u> <i>What Are Some Consequences of Exercising Authority?</i>		
<u>Lesson 10:</u> <i>How Can you Use Authority to Regulate Skateboarding in This Community?</i>		
<u>Lesson 11:</u> <i>How Can We Evaluate Positions of Authority?</i>		
<u>Lesson 12:</u> <i>How Would You Create a Position of Authority?</i>		

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PRIVACY		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<u>Lesson 1:</u> <i>What is privacy?</i>	<u>Third Grade Indicators</u>	<u>Inquiry-Based Literacy Standards</u>
<u>Lesson 2:</u> <i>What Kinds of Things Do People Want to Keep Private? How Do They Keep Things Private?</i>	3.1, 3.5	1, 2, 3, 4, 5
<u>Lesson 3:</u> <i>Why Might People’s Privacy Behavior Differ?</i>	<u>Fourth Grade Indicators</u>	<u>Reading Informational Text Standards</u>
<u>Lesson 4:</u> <i>How does Culture Affect People’s Ideas About Privacy?</i>	4.1, 4.2, 4.3	1, 3, 4, 5, 6, 8
<u>Lesson 5:</u> <i>What are the Benefits and Costs of Privacy?</i>	<u>Fifth Grade Indicators</u>	<u>Writing Standards</u>
<u>Lesson 6:</u> <i>How can We Weigh the Benefits and Costs of Privacy?</i>	1.2, 1.3, 1.4	1, 2, 3
<u>Lesson 7:</u> <i>How Would You Evaluate the Benefits and Costs of Privacy in This Situation?</i>		<u>Communication Standards</u>
<u>Lesson 8:</u> <i>When Should the Right to Privacy Be Protected?</i>		1, 2
<u>Lesson 9:</u> <i>What Ideas Are Useful in Solving Problems of Privacy?</i>		
<u>Lesson 10:</u> <i>How Would You Decide This Problem of Privacy?</i>		

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RESPONSIBILITY

LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
Lesson 1: What is responsibility?	<u>Third Grade Indicators</u>	<u>Inquiry-Based Literacy Standards</u>
Lesson 2: Where Do Responsibilities Come From?	2.1, 2.4, 3.1, 3.2, 3.4, 3.5	1, 2, 3, 4, 5
Lesson 3: What Might Be the Consequences of Taking on a Responsibility?	<u>Fourth Grade Indicators</u>	<u>Reading Informational Text Standards</u>
Lesson 4: How can you Decide Whether the Benefits of Taking on a Responsibility Outweigh the Costs?	3.4, 4.1, 4.2, 4.3, 5.5, 6.2, 6.5	1, 3, 4, 5, 6, 8
Lesson 5: How do you Use Your Skills to Make a Decision about Taking on a New Responsibility?	<u>Fifth Grade Indicators</u>	<u>Writing Standards</u>
Lesson 6: What Are Competing Responsibilities?	1.2, 1.4, 5.3	1, 2, 3
Lesson 7: How can We Choose Among Competing Responsibilities?		<u>Communication Standards</u>
Lesson 8: How Would You Choose Among these Competing Responsibilities?		1, 2
Lesson 9: Why Do We Want to Decide Who is Responsible?		
Lesson 10: What Ideas Are Useful in Deciding Who is Responsible?		
Lesson 11: Whom Would You Consider Responsible for the Accident?		
Lesson 12: Whom Would You Consider Responsible for this Community Action?		

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JUSTICE		
LESSON TITLE	SOCIAL STUDIES STANDARDS	ELA STANDARDS
<u>Lesson 1:</u> <i>What Are Three Kinds of Problems of Justice?</i>	<u>Third Grade Indicators</u>	<u>Inquiry-Based Literacy Standards</u>
<u>Lesson 2:</u> <i>What Ideas Are Useful in Examining Problems of Distributive Justice?</i>	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.6, 5.1, 5.2, 5.4, 5.5	1, 2, 3, 4, 5
<u>Lesson 3:</u> <i>What Ideas Are Useful in Solving Problems of Distributive Justice?</i>	<u>Fourth Grade Indicators</u>	<u>Reading Informational Text Standards</u>
<u>Lesson 4:</u> <i>How would You Solve This Problem of Distributive Justice?</i>	4.1, 4.2, 4.3, 6.5	1, 3, 4, 5, 6, 8
<u>Lesson 5:</u> <i>What Are the Goals of Corrective Justice?</i>	<u>Fifth Grade Indicators</u>	<u>Writing Standards</u>
<u>Lesson 6:</u> <i>What Ideas Are Useful in Solving Problems of Corrective Justice?</i>	1.2, 1.4, 3.2, 4.7, 5.3	1, 2, 3
<u>Lesson 7:</u> <i>What Additional ideas Are Useful in Solving Problems of Corrective Justice?</i>		<u>Communication Standards</u>
<u>Lesson 8:</u> <i>How Would You Solve This Problem of Corrective Justice?</i>		1, 2
<u>Lesson 9:</u> <i>Why Do We Need Procedural Justice?</i>		
<u>Lesson 10:</u> <i>What Ideas Are Useful in Solving Problems of Procedural Justice?</i>		
<u>Lesson 11:</u> <i>How Would You Solve This Problem of Procedural Justice?</i>		