

Standards for Connecting to the Courts: A Teacher's Guide to the South Carolina Courts Chapter 3

SC Social Studies Academic Standards for Chapter 3

This chapter will facilitate instruction of the following **South Carolina Social Studies Academic Standards**:

- 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.
- 8-2.6** Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.
- 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.
- 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.
- 8-5.4** Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.
- MWH-5.2** Analyze the ideas of social equality, democracy, **constitutionalism**, and **nationalism** brought about by **Enlightenment** and their effects on institutions.
- 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.
- USHC-1.3** Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.
- 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.

- USHC-1.7** Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.
- USHC-8.1** 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.
- 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.
- USG-1.2** Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.
- 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.
- 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.
- 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.
- 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.
- USG-2.4** 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, *The Federalist* papers, and the Bill of Rights.
- 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.
- 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.

- USG-3.4**..... Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state **constitutions**, the limitations on state governments, the typical organization of state governments, the relationship between state and local
- USG-4.1**..... Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.
- USG-4.5**..... 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.

SC College- and Career-Ready Standards / English Language Arts for Chapter 3

This chapter will facilitate instruction of the following **South Carolina English Language Arts (ELA) Standards**:

Inquiry-Based Literacy **Grades 6, 7, 8** **English I, II, III, and IV**

- 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.
- Standard 5:** Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

Reading Informational Text **Grades 6, 7, 8** **English I, II, III, and IV**

- 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 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.

**Writing..... Grades 6, 7, 8
English I, II, III, IV**

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.

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

**Communication..... Grades 6, 7, 8
English I, II, III, and IV**

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.