

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

<b>AUTHORITY</b>		
<b>LESSON TITLES</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<u>Lesson 1:</u> <i>What is the Difference between Authority and Power Without Authority?</i>	<b><u>Sixth Grade Indicators</u></b> 2.3, 2.4, 2.5, 4.3, 5.1, 5.2, 6.1, 6.4	<b><u>Inquiry-Based Literacy Standards</u></b> 1, 2, 3, 4
<u>Lesson 2:</u> <i>Why Do We Need Authority?</i>		
<u>Lesson 3:</u> <i>Where Is Authority Found and How Is It Justified?</i>	<b><u>Seventh Grade Indicators</u></b> 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	<b><u>Reading Informational Text Standards</u></b> 1, 3, 4, 5, 6, 9
<u>Lesson 4:</u> <i>How Should We Choose People for Positions of Authority?</i>		<b><u>Writing Standards</u></b>
<u>Lesson 5:</u> <i>Who should Be Selected for this Position of Authority?</i>		1, 3, 4, 5
<u>Lesson 6:</u> <i>What Should Be Considered When Evaluating Rules?</i>	<b><u>Eighth Grade Indicators</u></b> 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.3, 4.3, 4.4, 5.4, 6.1, 6.2, 7.2, 7.3	<b><u>Communication Standards</u></b>
<u>Lesson 7:</u> <i>How Might You Evaluate and Improve a Law?</i>		1, 2
<u>Lesson 8:</u> <i>What are Some Consequences of Using Authority?</i>		
<u>Lesson 9:</u> <i>How would You Evaluate the Benefits and Costs of a School Dress Code?</i>		
<u>Lesson 10:</u> <i>What Should You Consider In Evaluating a Position Of Authority?</i>		
<u>Lesson 11:</u> <i>How Would You Improve this School Principal's Position?</i>		
<u>Lesson 12:</u> <i>How Would You Evaluate the Supreme Court's Power of Judicial Review?</i>		
<u>Lesson 13:</u> <i>How Would You Create a Position of Authority?</i>		

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<b>PRIVACY</b>		
<b>LESSON TITLE</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<u>Lesson 1:</u> <i>What is Privacy?</i>		
<u>Lesson 2:</u> <i>How Do People Maintain their Privacy?</i>		<b><u>Inquiry-Based Literacy Standards</u></b>
<u>Lesson 3:</u> <i>Why Might Institutions Need to Maintain Secrecy?</i>	<b><u>Sixth Grade Indicators</u></b> 1.3, 1.4, 2.6, 5.2, 6.1	1, 2, 3, 4
<u>Lesson 4:</u> <i>Why Might People's Privacy Behavior Differ?</i>	<b><u>Seventh Grade Indicators</u></b>	<b><u>Reading Informational Text Standards</u></b>
<u>Lesson 5:</u> <i>How do Different Cultures Deal With Privacy?</i>	2.1, 2.2, 2.3, 2.5, 4.4, 6.5	1, 3, 4, 5, 6, 9
<u>Lesson 6:</u> <i>What are the Possible Consequences of Privacy?</i>		<b><u>Writing Standards</u></b>
<u>Lesson 7:</u> <i>What Might Be Some of the Benefits and Costs of Confidentiality?</i>	<b><u>Eighth Grade Indicators</u></b>	1, 3, 4, 5
<u>Lesson 8:</u> <i>What Might Be Some of the Benefits and Costs of the Government Keeping a Secret?</i>	2.3, 3.3	<b><u>Communication Standards</u></b>
<u>Lesson 9:</u> <i>What Intellectual Tools are Useful in Dealing with Issues of Privacy?</i>		1, 2
<u>Lesson 10:</u> <i>What Conflicts About Privacy May Arise from Law Enforcement?</i>		
<u>Lesson 11:</u> <i>What Conflicts About Privacy May Arise from Attempts by Government to Label People?</i>		
<u>Lesson 12:</u> <i>What Privacy Rights Should Groups and Associations have?</i>		
<u>Lesson 13:</u> <i>How Do Advances in Technology Threaten Privacy?</i>		
<u>Lesson 14:</u> <i>How Useful Are Written Policies in Dealing with Issues of Privacy?</i>		

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<b>RESPONSIBILITY</b>		
<b>LESSON TITLE</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<u>Lesson 1</u> : <i>What is Responsibility?</i>	<b><u>Sixth Grade Indicators</u></b>	<b><u>Inquiry-Based Literacy Standards</u></b>
<u>Lesson 2</u> : <i>What Are Some Sources of Responsibility?</i>	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.4, 5.1, 5.2, 5.3, 5.4	1, 2, 3, 4
<u>Lesson 3</u> : <i>How Can You Examine Responsibilities?</i>	<b><u>Seventh Grade Indicators</u></b>	<b><u>Reading Informational Text Standards</u></b>
<u>Lesson 4</u> : <i>What Are the Consequences of Fulfilling Responsibility?</i>	2.1, 2.3, 2.5, 3.2, 3.3	1, 3, 4, 5, 6, 9
<u>Lesson 5</u> : <i>How Can You Decide Whether the Benefits of Taking on Certain Responsibilities Outweigh the Costs?</i>	<b><u>Eighth Grade Indicators</u></b>	<b><u>Writing Standards</u></b>
<u>Lesson 6</u> : <i>How Should One Choose Among Competing Responsibilities, Values, and Interests?</i>	1.6, 2.3, 2.6, 3.3	1, 3, 4, 5
<u>Lesson 7</u> : <i>How Can You Decide Among Competing Responsibilities?</i>		<b><u>Communication Standards</u></b>
<u>Lesson 8</u> : <i>How Would You Resolve the Conflicting Responsibilities in This Situation?</i>		1, 2
<u>Lesson 9</u> : <i>Which Responsibilities Should the Representative Fulfill?</i>		
<u>Lesson 10</u> : <i>Why Might We Want to Decide Who is Responsible?</i>		
<u>Lesson 11</u> : <i>What Tools Are Useful in Determining Responsibility?</i>		
<u>Lesson 12</u> : <i>Who Should Be Held Responsible for This Accident?</i>		
<u>Lesson 13</u> : <i>Who Should Be Considered Responsible for This Achievement?</i>		
<u>Lesson 14</u> : <i>Who Is Responsible for the King's Murder?</i>		

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<b>JUSTICE</b>		
<b>LESSON TITLE</b>	<b>SOCIAL STUDIES STANDARDS</b>	<b>ELA STANDARDS</b>
<u>Lesson 1:</u> <i>Why Divide Issues of Justice into Three Categories?</i>		
<u>Lesson 2:</u> <i>What Intellectual Tools Are Useful in Examining Issues of Distributive Justice?</i>		
<u>Lesson 3:</u> <i>How can Intellectual Tools Be Used in Examining Issues of Distributive Justice?</i>	<b><u>Sixth Grade Indicators</u></b>	<b><u>Inquiry-Based Literacy Standards</u></b>
<u>Lesson 4:</u> <i>Who Should Get the Job?</i>	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 6.3, 6.4	1, 2, 3, 4
<u>Lesson 5:</u> <i>How Would You Select Students to for a Music Program?</i>		<b><u>Reading Informational Text Standards</u></b>
<u>Lesson 6:</u> <i>What Are the Goals of Corrective Justice?</i>	<b><u>Seventh Grade Indicators</u></b>	1, 3, 4, 5, 6, 9
<u>Lesson 7:</u> <i>What Intellectual Tools Are Useful in Making Decisions About Issues of Corrective Justice?</i>	1.1, 1.5, 2.1, 2.2, 2.3, 2.5, 2.5, 3.2, 3.3, 3.6, 4.4, 4.6, 5.1, 5.2, 6.2, 6.4	<b><u>Writing Standards</u></b>
<u>Lesson 8:</u> <i>What Responses Can We Make to Wrongs and Injuries?</i>	<b><u>Eighth Grade Indicators</u></b>	1, 3, 4, 5
<u>Lesson 9:</u> <i>How Would You Respond to the Wrongs and Injuries Described in This Selection?</i>	1.4, 1.6, 2.4, 2.6, 3.1, 3.3, 4.4, 5.1, 5.3, 5.4, 5.8, 6.2, 7.2, 7.3, 7.4	<b><u>Communication Standards</u></b>
<u>Lesson 10:</u> <i>What Would Be the Proper Responses to the River Pollution Described in this Selection?</i>		1, 2
<u>Lesson 11:</u> <i>What is Procedural Justice?</i>		
<u>Lesson 12:</u> <i>How Can You Decide if Procedures Are Fair?</i>		
<u>Lesson 13:</u> <i>What Other Values and Interests Should Be Considered in Deciding Whether Procedures Are Fair?</i>		
<u>Lesson 14:</u> <i>Were the Procedures Used in This Situation Fair?</i>		
<u>Lesson 15:</u> <i>Were the Procedures Fair?</i>		

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