

Correlation of
We the People Series – Second Level
to the South Carolina Social Studies Academic Standards, Grades 6-8 [2020]

UNIT ONE LESSON TITLES	SOCIAL STUDIES STANDARDS
<p>Lesson 1 <i>What were the British colonies in America like in the 1770s?</i></p>	<p>6.2.CE Explain the impact of global exchanges among world civilizations. This indicator was developed to encourage inquiry into how environmental factors impacted world societies and encouraged interaction during the period.</p> <p>6.3.CO Compare European motivations for exploration and settlement. This indicator was developed to encourage inquiry into European motivations for exploration and settlement as a result of the closing of the Silk Road. This indicator was also written to foster inquiry into the development of the Atlantic World, and the resulting economic, political, and social transformations in European, American, and African societies.</p> <p>6.3.CE Explain the impact of increased global exchanges on the development of the Atlantic World. This indicator was developed to encourage inquiry into the growing interconnectedness between Europe, Africa, and the Americas, which led to increased global exchanges throughout the Atlantic World. The indicator also encourages inquiry into the development of human labor systems, cultural interactions, and the growth of economic markets.</p> <p>6.3.P Summarize the impact of the Transatlantic Slave Trade on ideological, political, and social systems in the Atlantic World. This indicator was developed to encourage inquiry into the impact of the Transatlantic slave trade on Africa, Europe, and the Americas. This indicator promotes inquiry into the beginning of the Transatlantic slave trade, the ideological, economic, and political policies that upheld slavery, and how the slave trade led to the systematic oppression of Africans in the Atlantic World.</p> <p>6.3.CX Contextualize the experience of indigenous peoples due to expansion and the conflict that arose from it. This indicator was developed to encourage inquiry into the impact of Transatlantic interaction with Europeans, Africans, and others on the indigenous populations of the Americas.</p> <p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.3.E Analyze the short and long term impact of the Atlantic World's growth using primary and secondary sources across multiple perspectives.</p> <p>7.5.1.PR Identify select North American physical systems and human characteristics of places. This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the North American continent, such as landforms, water bodies, countries, and cities.</p> <p>7.5.2.ER Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities. This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the North American continent and how the locations and characteristics of these systems influence livelihood choices available to people.</p>

	<p>8.1.CO Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development. This indicator was developed to encourage inquiry into how the three British colonial regions developed in terms of their culture, economies, geography, and labor. The indicator was also developed to encourage inquiry into the unique story of the development of South Carolina.</p> <p>8.1.CE Analyze the factors that contributed to the development of South Carolina’s economic system and the subsequent impacts on different populations within the colony. This indicator was designed to encourage inquiry into the geographic and human factors that contributed to the development of South Carolina’s economic system. This indicator was also written to encourage inquiry into South Carolina’s distinct social and economic system as influenced by British Barbados.</p> <p>8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.CC Analyze the changes and continuities of the Native Americans’ experiences prior to and as a result of settlement and colonization. This indicator was developed to encourage inquiry into Native American civilizations and cultures prior to European contact and their interactions with Europeans during the period of settlement and colonization, including their efforts to preserve their cultures.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p>
<p>Lesson 2 <i>Why do we need government?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South</p>

	<p>Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p>Lesson 3 <i>What is republican government?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>

<p>Lesson 4 <i>What is constitutional government?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p>Lesson 5 <i>How can we organize government to prevent the abuse of power?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of</p>

	<p>Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
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UNIT TWO LESSON TITLES	SOCIAL STUDIES STANDARDS
<p>Lesson 6 <i>How did constitutional government develop in Great Britain?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p>
<p>Lesson 7 <i>What experiences led to the American Revolution?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.</p>

	<p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p>Lesson 8 <i>What basic ideas about government are in the Declaration of Independence?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>

<p>Lesson 9 <i>What happened during the American Revolution? How did the government function?</i></p>	<p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony. This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.</p> <p>8.1.CX Contextualize the development of South Carolina’s political institutions during the colonization of British North America. This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p> <p>8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.</p> <p>8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p>Lesson 10 <i>How did the states govern themselves after the Revolution?</i></p>	<p>6.4.CO Compare the political revolutions which resulted from the Enlightenment This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</p> <p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and</p>

	<p>the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p>Lesson 11 <i>How did the Articles of Confederation organize the first national government?</i></p>	<p>8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>

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UNIT THREE LESSON TITLES	SOCIAL STUDIES STANDARDS
Lesson 12 <i>Who attended the Philadelphia Convention? How was it organized?</i>	8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.
Lesson 13 <i>How did the Framers resolve the conflict about representation in Congress?</i>	8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.
Lesson 14 <i>How did the Framers resolve the conflict between the Northern and Southern states?</i>	8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.
Lesson 15 <i>How did the Framers resolve the conflict about the powers of the legislative branch?</i>	8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.
Lesson 16 <i>How much power should be given to the executive and judicial branches?</i>	8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

UNIT FOUR LESSON TITLES	SOCIAL STUDIES STANDARDS
<p><i>Lesson 17</i> How did the Constitution create a federal system of government?</p>	<p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p><i>Lesson 18</i> How did the people approve the new Constitution?</p>	<p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p><i>Lesson 19</i> How did Congress organize the new government?</p>	<p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p><i>Lesson 20</i> How did political parties develop?</p>	<p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p>
<p><i>Lesson 21</i> How does the U. S. Supreme Court use the power of judicial review?</p>	<p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
<p><i>Lesson 22</i> How does the Supreme Court determine the meaning of the words in the Constitution?</p>	<p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. 8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States. 8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.</p>

Updated July 2019

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UNIT FIVE LESSON TITLES	SOCIAL STUDIES STANDARDS
<p><i>Lesson 23</i> How does the Constitution protect freedom of expression?</p>	<p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.</p> <p>8.3.CC Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans and women, as the U.S. expanded westward and grappled with the development of new states.</p> <p>8.4.CX Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world. This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and expanding international markets.</p> <p>8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina. This indicator was developed to encourage inquiry into the successes and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898.</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946–1972. This indicator was designed to foster inquiry into the changes in South Carolina’s political party platforms resulting from the Civil Rights Movement, from Elmore v. Rice to the national Democratic Party’s support of civil rights to Nixon’s Southern Strategy. This indicator also supports inquiry into the effect on South Carolina’s political party platforms resulting from the emergence of the national Republican Party’s positions on foreign policy, limited government, and free trade policies.</p> <p>8.5.CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation</p>

	<p>of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians' use of the court system and legislation to affect South Carolina's post-World War II identity.</p>
<p>Lesson 24 How does the Constitution protect freedom of religion?</p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians' use of the court system and legislation to affect South Carolina's post-World War II identity.</p>
<p>Lesson 25 How has the right to vote expanded since the Constitution was adopted?</p>	<p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government's role in protecting and securing natural rights.</p> <p>8.3.CC Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism. This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans and women, as the U.S. expanded westward and grappled with the development of new states.</p> <p>8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world. This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and expanding international markets.</p> <p>8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina. This indicator was developed to encourage inquiry into the successes and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898.</p> <p>8.5.CE Analyze the factors contributing to the shifts in the political party platforms between 1946–1972. This</p>

indicator was designed to foster inquiry into the changes in South Carolina’s political party platforms resulting from the Civil Rights Movement, from Elmore v. Rice to the national Democratic Party’s support of civil rights to Nixon’s Southern Strategy. This indicator also supports inquiry into the effect on South Carolina’s political party platforms resulting from the emergence of the national Republican Party’s positions on foreign policy, limited government, and free trade policies.

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8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.

Lesson 26
How does the Constitution safeguard the right to equal protection of the law?

8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.

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<p>Lesson 27 How does the Constitution protect the right to due process of law?</p>	<p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p> <p>8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution. This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.</p> <p>8.4.CX Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world. This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and expanding international markets.</p> <p>8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina. This indicator was developed to encourage inquiry into the successes and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898.</p> <p>8.5.CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S. This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.</p>

Correlation of
We the People Series – Second Level
to the South Carolina Social Studies Academic Standards, Grades 6-8 [2020]

UNIT SIX LESSON TITLES	SOCIAL STUDIES STANDARDS
<p>Lesson 28 <i>What is the relationship of the United States to other nations in the world?</i></p>	<p>6.5.CO Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and 21st centuries. This indicator was developed to encourage inquiry into the changes in human rights and social hierarchies. This indicator also prompts inquiry into the Women’s Suffrage Movement, the Civil Rights Movement, the independence movements in Africa, Asia, and India, and the end of Apartheid in South Africa.</p> <p>6.5.CE Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries. This indicator was developed to promote inquiry into the cause and effect relationship between nationalism and world wars. This indicator was also developed to promote inquiry into genocide, including the Holocaust, as well as the creation of the Universal Declaration of Human Rights, and the ensuing conflict that resulted from the creation of the state of Israel.</p> <p>6.5.P Analyze the impact of increased global interdependence using the Great Depression and Cold War as major turning points in the 20th century. This indicator was developed to promote inquiry into the global impact of the Great Depression, using the Stock Market Crash of 1929 as a major turning point. This indicator was also developed to promote inquiry into the formation and expansion of states, including the function of supranational organizations, resulting from the Cold War.</p> <p>6.5.CX Contextualize various sustainability efforts amid increasing global interdependence. This indicator was designed to promote inquiry into how countries are addressing cultural, economic, and environmental issues in order to promote local sustainability in an interconnected world.</p> <p>6.5.CC Analyze the progression of technological developments and the resulting cultural diffusion throughout the 20th and 21st centuries. This indicator was developed to promote inquiry into the changes and continuities in cultural and communication technology from the invention of radio and telephone to the personal computer and internet. This indicator also supports inquiry into the changing role of technology at both the business, governmental, and personal levels.</p> <p>6.5.E Analyze multiple perspectives on global interdependence during the 20th and 21st centuries through a variety of primary and secondary sources.</p> <p>7.5.5.HS Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents. This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the North American continent by different culture groups throughout history.</p> <p>8.5.P Analyze the transformation of South Carolina’s economy from the Great Depression to its current economic diversification. This indicator was designed to promote inquiry into the devastation of the Great</p>

	<p>Depression and the impact of the New Deal on a largely agricultural South Carolina. This indicator was also designed to foster inquiry into the economic diversification between World War II and the present, to include tourism, global trade and industry, and the maintenance of military bases.</p>
<p>Lesson 29 <i>What are the rights and responsibilities of citizenship?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.</p>
<p>Lesson 30 <i>How might citizens participate in civic affairs?</i></p>	<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</p> <p>8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians. This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.</p>