

## Chapter 2: Overview of South Carolina Court System

# SC Social Studies Academic Standards

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

**USHC Standard 1:** Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.

*Enduring Understanding: The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.*

**USHC.1.CO** .....Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 – 1763 using a comparative analysis.

**USHC.1.CE**.....Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 – 1791.

**USHC.1.P** .....Summarize the changing relationship between individuals and the government during the period 1607 – 1800.

**USHC.1.CX**.....Contextualize significant republican developments within North America’s connection to the Atlantic World.

**USHC.1.E**.....Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.

**USH Standard 5:** Demonstrate the impact of America’s global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.

*Enduring Understanding: The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.*

**USHC.5.CC**.....Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

**USG Standard 1:** Demonstrate an understanding of the fundamental historical and philosophical principles and ideas that led to the development of the American constitutional democracy.

*Enduring Understanding: The principles of American democracy are reflected in the founding documents and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.*

**USG.1.ER**.....Analyze the philosophical influences on core political principles in the American constitutional democracy.

**USG.1.IN** .....Interpret founding documents and principles that led to the creation of the American constitutional democracy.

**USG.1.IP** .....Investigate and communicate the importance of constitutional principles and fundamental values and apply them in abstract and real world situations.

**USG Standard 2:** Demonstrate an understanding of the structure and functions of government at all levels in the United States.

*Enduring Understanding: In the American constitutional democracy, power is widely distributed and checks prevent one branch of government from becoming too powerful and seizing powers from the other branches of government. National, state, and local governments are in positions where they must all compete and cooperate in order to govern effectively.*

**USG.2.ER**.....Explain the authority, organization, purposes, and responsibilities of the three branches of government as enumerated in Articles I – III in the Constitution.

**USG.2.IN** .....Analyze how power and responsibility are distributed, shared, and limited in the American constitutional government.

**USG.2.CC** .....Explain how governments in South Carolina are organized and how they function in the American constitutional government.

**USG.2.IP** .....Synthesize why the rule of law has a central place in American society and the impact it has on the American political system.

**USG Standard 3:** Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.

*Enduring Understanding: American political beliefs are shaped by an understanding of founding principles, core values, and changing demographics that in turn shape one's belief about government and ideological trends related to public policy. Governing is achieved through an individual's participation in government both directly and indirectly which results in multiple avenues for influence on the policy making process.*

**USG.3.ER**.....Describe the policy making process in the American constitutional government.

**USG.3.IN** .....Interpret how American political beliefs are shaped by the founding principles, core values, and changing demographics of America, and how those beliefs led to the creation of ideological trends which affect public policy over time.

**USG Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.

*Enduring Understanding: A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government.*

**USG.4.IN** .....Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.

**USG.4.CC** .....Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society’s opportunities and public facilities.

**USG.4.IP** .....Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

**HG Standard 4:** Demonstrate an understanding of the rights and responsibilities associated with citizenship in the United States.

*Enduring Understanding: A strong constitutional democracy requires active participation on behalf of the people living under its authority. Knowledge of how to become a citizen, the rights and responsibilities of citizenship, and an understanding of how to participate in the political process helps to create civic engagement and preserve the American constitutional government.*

**HG.4.4.PR** .....Analyze how states spatially organize governance systems, and explain the distribution and patterns of these political systems in various regions.

**MWH Standard 2:** Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

*Enduring Understanding: Global events are characterized by interaction within and between societies. Types of economic factors, expansion, government, and innovation sought to define and differentiate regions of the world.*

**MWH.2.P** .....Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765 – 1815.

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# SC College- and Career-Ready Standards / English Language Arts

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 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 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

## **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.