

Correlation of  
**We The People Series – Fourth and Fifth Grade**  
to the South Carolina Social Studies Academic Standards 2020

UNIT ONE LESSON TITLES	SOCIAL STUDIES INDICATORS
<p><b>Lesson 1</b>  <i>What were the British colonies in America like in the 1700s?</i></p>	<p><u>4.1.CO</u> Compare the interactions among cultural groups as a result of European colonization. This indicator was developed to promote inquiry into how European colonization impacted the interaction among African, European, and Native American cultural groups.</p> <p><u>4.1.CE</u> Identify the effects of changing economic systems on the diverse populations in British North America. This indicator was developed to promote inquiry into the effects of mercantilism and triangular trade on enslaved Africans, Native Americans, and European colonists in North America and the Caribbean.</p> <p><u>4.1.P</u> Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.</p> <p><u>4.1.CX</u> Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina. This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political, and religious groups.</p> <p><u>4.1.CC</u> Identify patterns of change and continuity in the development of economic systems in British North America. This indicator was written to promote inquiry into the role of mercantilism in the growth of agriculture, early industry, harbor development, shipping and trade, and slavery in the British colonies.</p> <p><u>4.1.E</u> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.</p> <p><u>4.2.CO</u> Compare the roles of marginalized groups during the American Revolution. This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period.</p> <p><u>4.2.CE</u> Examine the economic and political motivations for colonists to declare independence from Great Britain. This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.</p>

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<p><b>Lesson 2</b>  <i>Why did the Founders believe that people needed a government?</i></p>	<p><u>4.1.P</u> Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.</p> <p><u>4.1.E</u> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.</p> <p><u>4.2.CE</u> Examine the economic and political motivations for colonists to declare independence from Great Britain. This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.</p> <p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p> <p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.2.E</u> Analyze multiple perspectives on the economic, political, and social developments of the new nation.</p>
<p><b>Lesson 3</b>  <i>What is a republican government?</i></p>	<p><u>4.1.P</u> Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.</p> <p><u>4.1.E</u> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.</p>

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<p><b>Lesson 4</b>  <b>What is a constitutional government?</b></p>	<p><u>4.1.P</u> Explain the development of political institutions and social characteristics that defined the British colonial regions. This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.  <u>4.1.E</u> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.</p>
<p><b>Lesson 5</b>  <i>What ideas did the Founders use in the Declaration of Independence?</i></p>	<p><u>4.1.E</u> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.  <u>4.2.CE</u> Examine the economic and political motivations for colonists to declare independence from Great Britain. This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.  <u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.  <u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.  <u>4.2.E</u> Analyze multiple perspectives on the economic, political, and social developments of the new nation.</p>
<p><b>Lesson 6</b>  <i>What were the first state governments like?</i></p>	<p><u>4.1.E</u> Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.  A New Nation Standard 2: Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.  Enduring Understanding: Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.  The student will:</p>

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	<p><u>4.2.CO</u> Compare the roles of marginalized groups during the American Revolution. This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period.</p> <p><u>4.2.CE</u> Examine the economic and political motivations for colonists to declare independence from Great Britain. This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.</p> <p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government. 4</p> <p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.2.E</u> Analyze multiple perspectives on the economic, political, and social developments of the new nation.</p>
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UNIT TWO LESSON TITLES	SOCIAL STUDIES STANDARDS
<p><b>Lesson 7</b>  <i>What was the first national government like?</i></p>	<p>from Great Britain. This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.</p> <p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p> <p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p>
<p><b>Lesson 8</b>  <i>How was the Philadelphia Convention organized?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>
<p><b>Lesson 9</b>  <i>How many representatives should each state have in Congress?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>

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<p><b>Lesson 10</b>  <i>What did the Framers do about the problem of slavery?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>
<p style="text-align: center;"><b>UNIT THREE LESSON TITLES</b></p>	<p style="text-align: center;"><b>SOCIAL STUDIES STANDARDS</b></p>
<p><b>Lesson 11</b>  <i>What basic ideas about government are included in the Preamble to the Constitution?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>
<p><b>Lesson 12</b>  <i>How does the Constitution limit the powers of our government?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>
<p><b>Lesson 13</b>  <i>What is the legislative branch?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p>

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<p><b>Lesson 14</b>  <i>What is the executive branch?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>
<p><b>Lesson 15</b>  <i>What is the judicial branch?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p> <p><u>5.4.CC</u> Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of Brown v. Board of Education. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p>
<p><b>Lesson 16</b>  <i>How did the Constitution create a federal system of government?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p>

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UNIT FOUR LESSON TITLES	SOCIAL STUDIES STANDARDS
<p><b>Lesson 17</b>  <i>How does the Constitution protect your right to freedom of expression?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CX</u> Contextualize South Carolina’s role in the development of the new nation. This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.</p> <p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.3.CX</u> Contextualize South Carolina’s role in the development of sectionalism during the antebellum period. This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War.</p> <p><u>4.4.P</u> Explain how emancipation was achieved as a result of civic participation. This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.</p> <p><u>4.5.CE</u> Analyze the impact of federal legislation on the South during Reconstruction. This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.</p> <p><u>4.5.P</u> Summarize Reconstruction as a turning point in American history. This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.</p>



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<p><b>Lesson 18</b>  <i>How does the Constitution protect your right to freedom of religion?</i></p>	<p><u>4.2.P</u> Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic. This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.</p> <p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.5.CE</u> Analyze the impact of federal legislation on the South during Reconstruction. This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.</p>
<p><b>Lesson 19</b>  <i>How does the Constitution protect your right to equal protection of the laws?</i></p>	<p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.5.CE</u> Analyze the impact of federal legislation on the South during Reconstruction. This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.</p> <p><u>4.5.P</u> Summarize Reconstruction as a turning point in American history. This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.</p> <p><u>4.5.CC</u> Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction. This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.</p> <p><u>5.3.CE</u> Analyze the cause and effect of government-sponsored policies within the United States and Europe</p>

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	<p>related to the status of different groups, to include the Holocaust. This indicator was developed to promote inquiry into the state-sponsored persecution that led to the Holocaust in Europe. This indicator was also developed to promote inquiry into the fight against discrimination toward marginalized groups in America.</p> <p><u>5.4.CE</u> Analyze the causes and impacts of social movements in the U. S. and South Carolina. This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.</p> <p><u>5.4.CC</u> Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of Brown v. Board of Education. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p> <p><u>5.4.E</u> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.</p>
<p><b>Lesson 20</b>  <i>How does the Constitution protect your right to due process of law?</i></p>	<p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.5.CE</u> Analyze the impact of federal legislation on the South during Reconstruction. This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.</p> <p><u>4.5.P</u> Summarize Reconstruction as a turning point in American history. This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.</p> <p><u>4.5.CC</u> Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction. This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.</p> <p><u>5.3.CE</u> Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust. This indicator was developed to promote</p>

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	<p>inquiry into the state-sponsored persecution that led to the Holocaust in Europe. This indicator was also developed to promote inquiry into the fight against discrimination toward marginalized groups in America.</p> <p><u>5.4.CE</u> Analyze the causes and impacts of social movements in the U. S. and South Carolina. This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.</p> <p><u>5.4.CC</u> Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of Brown v. Board of Education. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p> <p><u>5.4.E</u> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.</p>
<p><b>Lesson 21</b>  <i>How does the Constitution protect your right to vote?</i></p>	<p><u>4.2.CC</u> Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.</p> <p><u>4.5.CE</u> Analyze the impact of federal legislation on the South during Reconstruction. This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.</p> <p><u>4.5.CC</u> Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction. This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.</p> <p><u>5.3.CE</u> Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust. This indicator was developed to promote inquiry into the state-sponsored persecution that led to the Holocaust in Europe. This indicator was also developed to promote inquiry into the fight against discrimination toward marginalized groups in America.</p> <p><u>5.4.CE</u> Analyze the causes and impacts of social movements in the U. S. and South Carolina. This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements</p>

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	<p>including, but not limited to, African Americans, Chicano, Native Americans, and women.</p> <p><u>5.4.CC</u> Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of Brown v. Board of Education. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p> <p><u>5.4.E</u> Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.</p>
<b>UNIT FIVE LESSON TITLES</b>	<b>SOCIAL STUDIES STANDARDS</b>
<p><b>Lesson 22</b>  <i>What is the role of the United States in the world today?</i></p>	<p><u>5.5.CO</u> Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks. This indicator was developed to promote inquiry into how the U. S. continued to assume the role as a world leader before and after the terror attacks of September 11, 2001. This indicator was also designed to promote inquiry into how the U.S. focused its foreign policy on fighting terror following the September 11, 2001, attacks.</p> <p><u>5.5.CE</u> Analyze the impact of digital technologies on the U.S., and describe the impact those technologies had on its global influence. This indicator was developed to promote inquiry into how technological advancements allowed the U.S. to become more globally connected. This indicator was also designed to promote inquiry into how the expansion of technology through the Internet led to e-commerce.</p> <p><u>5.5.P</u> Summarize the global involvement of the U.S. using the fall of the Soviet Union as a turning point. This indicator was developed to promote inquiry into the U.S. became role in the economic and political aspects of global affairs. This indicator was also designed to promote inquiry into how the U.S. established itself as a leading partner in handling global conflicts.</p> <p><u>5.5.CX</u> Contextualize the changes in rural communities in South Carolina within national and global industries. This indicator was developed to promote inquiry into how the development of the Internet and the expansion of technology created change in rural areas. This indicator was also designed to promote inquiry into how the expansion of industry has affected rural areas.</p> <p><u>5.5.CC</u> Analyze the continuities and changes in U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period. This indicator was developed to promote inquiry into how U.S. relationships with other countries have developed since the collapse of the Soviet Union.</p>

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	<u>5.5.E</u> Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.
<b>Lesson 23</b> <i>What are some responsibilities of citizens?</i>	<u>5.5.E</u> Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.
<b>Lesson 24</b> <i>How can citizens promote the common good?</i>	<u>5.5.E</u> Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.