

***Echoes and Reflections:***  
**Connection to South Carolina Education Standards**

**Social Studies Standards**

<b>LESSONS MEETING STANDARD</b>	<b>NATIONAL STANDARD</b>	<b>SOUTH CAROLINA STANDARD</b>
Lessons 2, 3, 4, 5, 6, 8, 9, 10	<p><b>Culture</b>            Understand complex cultural concepts such as adaptation and explore how culture and cultural systems function</p>	<p><b>Global Studies</b>            Critical thinking should be emphasized in this course, with an emphasis on why particular civilizations developed where and when they did, why they became dominant, why they declined, and how they have continued to influence the development of human culture.</p>
Lessons 1-10	<p><b>Time, Continuity, and Change</b>            Engage in sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future</p>	<p><b>GS-5</b> The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century.</p> <p><b>GS-5.6</b> Exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries.</p>
Lessons 2, 3, 4, 5, 6, 9, 10	<p><b>People, Places, and Environments</b>            Apply geographic understanding across a broad range of fields, including fine arts, sciences, and humanities, and expand knowledge of diverse cultures, both historical and contemporary</p>	<p><b>GS-5.4</b> Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the War and the principal theaters of conflict; <i>the importance of geographic factors during the War</i>; and the political leaders during the time.</p> <p><b>ECON-8.5</b> Summarize global patterns of economic activity—including world trade partners, the geographic features of trade, and international political borders—and explain the impact of developing nations</p>

		on the global economy.
Lessons 1-10	<p><b>Individuals, Groups, and Institutions</b> Study interactions among individuals, groups, and institutions, and examine the ways people and groups organize themselves around common needs, beliefs, and interests</p>	<p><b>GS-5.5</b> Compare the ideologies and global effects of totalitarianism, Communism, Fascism, Nazism, and democracy in the twentieth century, including Lenin’s adaptation of Marxism in Russia, the rise of Fascism and Nazism in Europe, and militarism in Japan prior to World War II.</p>
Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10	<p><b>Power, Authority, and Governance</b> Study systems that were developed to allocate and employ power and authority in the governing process</p>	<p><b>USG-1.1</b> Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential, and the idea that the purposes of government include enhancing economic prosperity and providing for national security.</p> <p><b>USG-1.2</b> Summarize differing ideas about the purposes and functions of law, including the “rule of law” and the “rule of man” and the idea that the “rule of law” protects not only individual rights but also the common good and summarize the sources of laws, including nature, social customs, legislatures, religious leaders, and monarchs.</p> <p><b>USG-1.3</b> Compare the characteristics of a limited and an unlimited government, including the idea that a civil society maintains a limited government: how a civil society provides the opportunity for individuals to associate for different purposes, how a civil society allows people to influence the government by means other than voting, how political and economic freedoms can limit government power, and how the government of a civil society differs from the governments in authoritarian and totalitarian regimes.</p> <p><b>USG-1.5</b> Compare the advantages and</p>

		disadvantages of the ways in which power is distributed, shared, and limited to serve the purposes of constitutional government, including the criteria of effectiveness, the prevention of the abuse of power, and responsiveness to popular will.
Lessons 3, 9	<p><b>Production, Distribution, and Consumption</b> Analyze economic issues and apply economic knowledge to societal conditions</p>	<p><b>ECON-1</b> The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations.</p> <p><b>ECON-1.1</b> Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.</p> <p><b>ECON-3.1</b> Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.</p> <p><b>ECON-3.3</b> Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.</p>
Lessons 3, 5, 7, 8, 9, 10	<p><b>Global Connections</b> Encourages systematic thinking and analysis and personal, national, and global decisions, interactions, and consequences</p>	<p><b>GS-5</b> The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century.</p> <p><b>USHC-8.4</b> Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials. (Lesson 9)</p>

		<p><b>USG-4</b> The student will demonstrate an understanding of the United States’ relations with other nation-states and its role in world affairs.</p> <p><b>USG-4.1</b> Summarize ways in which United States foreign policy is formulated and carried out, including current foreign policy issues and security interests; the impact of foreign policy on individual citizens; the influence and exchange of political ideas between nations; and America’s contributions to the world in politics, environmentalism, technology, science, humanitarianism, and culture.</p>
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**English/Language Arts Standards**

<b>LESSONS MEETING STANDARD</b>	<b>NATIONAL STANDARD</b>	<b>SOUTH CAROLINA STANDARD</b>
Lessons 1-10	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	<p><b>C3</b> The student will comprehend and analyze information he or she receives from non-print sources.</p> <p><b>E2-R2.1 / E3-R2.1 / E4-R2.1</b> Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p>
Lessons 4, 5, 6, 7, 8, 10	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	<p><b>E1-R2.4 / E2-R2.4 / E3-R2.4 / E4-R2.4</b> Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in various genres.</p>
Lessons 1-10	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience,	<p><b>E1-C3.2 / E2-C3.2 / E3-C3.2 / E4-C3.2</b> Demonstrate the ability to interpret and evaluate the various ways events are presented and information is</p>

	<p>their interactions with other readers and writers, their knowledge of word meaning and other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>	<p>communicated in non-print sources.</p> <p><b>E1-C3.8 / E2-C3.8 / E3-C3.8 / E4-C3.8</b>          Demonstrate the ability to make connections between non-print sources and his or her prior knowledge, other sources, and the world.</p> <p><b>E1-R1.2 / E2-R1.2 / E3-R1.2 / E4-R1.2</b>          Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p><b>E1-R1.3 / E2-R1.3 / E3-R1.3 / E4-R1.4</b>          Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> <p><b>E1-R1.8 / E2-R1.8 / E3-R1.8 / E4-R1.8</b>          Demonstrate the ability to draw conclusions and make inferences.</p>
Lessons 1-10	<p>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.</p>	<p><b>E2-C1.3</b>          Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.</p> <p><b>E1-C1.1 / E2-C1.1 / E3-C1.1 / E4-C1.1</b>          Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p> <p><b>E1-C1.10 / E2-C1.10 / E3-C1.10 / E4-C1.10</b>          Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.</p> <p><b>E1-C1.11 / E2-C1.11 / E3-C1.11 / E4-C1.11</b>          Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences.</p>

		<p><b>E1-R3.4 / E2-R3.4 / E3-R3.4 / E4-R3.4</b>          Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p>
Lessons 2, 3, 4, 5, 6, 8, 9, 10	Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	<p><b>E1-W1.6 / E2-W1.6 / E3-W1.6 / E4-W1.6</b>          Demonstrate the ability to write and publish in a variety of formats.</p> <p><b>W2</b> The student will write for a variety of purposes.</p> <p><b>E1-C1.1 / E2-C1.1 / E3-C1.1 / E4-C1.1</b>          Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.</p>
Lessons 1, 2, 4, 5, 6, 8, 9, 10	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	<p><b>E1-C3.1 / E2-C3.1 / E3-C3.1 / E4-C3.1</b>          Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in non-print sources for a particular audience.</p> <p><b>E1-C3.3 / E2-C3.3 / E3-C3.3 / E4-C3.3</b>          Demonstrate the ability to identify the aesthetic effects that appear in non-print sources and to evaluate the techniques used to create them.</p> <p><b>E1-R2.5 / E2-R2.5 / E3-R2.5 / E4-R2.5</b>          Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p>
Lessons 1-10	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	<p><b>E1-C1.4 / E2-C1.4 / E3-C1.4 / E4-C1.4</b>          Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.</p> <p><b>E1-R2.10 / E2-R2.10 / E3-R2.10 / E4-R2.10</b>          Demonstrate the ability to present</p>

		<p>interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p> <p><b>Research Goal (RS):</b> The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.</p> <p><b>E1-RS3.1 / E2-RS3.1 / E3-RS3.1 / E4-RS3.1</b>          Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.</p>
Lessons 1-10	Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	<p><b>E1-R3.1 / E2-R3.1 / E3-R3.1 / E4-R3.1</b>          Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature.</p>
Lessons 2, 4, 5, 8	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	<p><b>C1</b> The student will use speaking skills to participate in large and small groups in both formal and informal situations.</p> <p><b>E1-C1.2 / E2-C1.2 / E3-C1.2 / E4-C1.2</b>          Demonstrate the ability to express and explain ideas orally with fluency and confidence.</p> <p><b>E1-C1.7 / E2-C1.7 / E3-C1.7 / E4-C1.7</b>          Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.</p> <p><b>E1-C2.5 / E2-C2.5 / E3-C2.5 / E4-C2.5</b>          Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p> <p><b>E1-RS1.2 / E2-RS1.2 / E3-RS1.2 / E4-RS1.2</b>          Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.</p>

		<b>E1-W3.1 / E2-W3.1 / E3-W3.1 / E4-W3.1</b> Demonstrate the ability to respond to texts both orally and in writing.
Lessons 1-10	Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	<b>E1-R1.1 / E2-R1.1 / E3-R1.1 / E4-R1.1</b> Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

### **Viewing and Media Literacy Standards**

<b>LESSONS MEETING STANDARD</b>	<b>NATIONAL STANDARD</b>	<b>SOUTH CAROLINA STANDARD</b>
Lessons 1-10	Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view)	<p><b><u>Visual Arts Standards</u></b></p> <p><b>II A.</b> Make personal choices and formulate interpretations regarding symbols, subject matter, ideas, and expression in artworks. (Lessons 1, 2, 4, 5, 8, 9, 10).</p> <p><b>V A.</b> Analyze the intention of the artist in a particular work and justify their interpretation of that intention. (Lessons 1, 2, 4, 5, 8, 9, 10)</p> <p><b>V B.</b> Make complex descriptive, interpretive, and evaluative judgments about their own artworks and those of others. (Lessons 1, 2, 4, 5, 8, 9, 10)</p> <p><b><u>English/Language Arts Standards</u></b></p> <p><b>C3</b> The student will comprehend and analyze information he or she receives from non-print sources.</p>
Lessons 2, 4, 7, 9	Understands the connection between context and values projected by visual media	<p><b><u>Visual Arts Advanced Standards</u></b></p> <p><b>V A.</b> Correlate viewer responses to artworks with various artistic techniques for communicating meanings, ideas, and intentions. (Lessons 1, 2, 4, 5, 8, 9, 10)</p> <p><b><u>English/Language Arts Standards</u></b></p> <p><b>E1-C3.2 / E2-C3.2 / E3-C3.2 / E4-C3.2</b> Demonstrate the ability to interpret and evaluate the various ways events are</p>

		<p>presented and information is communicated in non-print sources. (Lesson 1, 2, 4, 5, 8, 9, 10)</p> <p><b>E1-C3.7 / E2-C3.7 / E3-C3.7 / E4-C3.7</b>          Demonstrate the ability to analyze non-print sources for accuracy, bias, intent, and purpose. (Lesson 1, 2, 4, 5, 8, 9, 10)</p>
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Social Studies Standards can be viewed online at:

<http://ed.sc.gov/agency/offices/cso/standards/ss/documents/9INEZSocialStudiesStandards.doc>

English/Language Arts Standards can be viewed online at

[http://ed.sc.gov/agency/offices/cso/standards/ela/documents/eng1\\_eng4.doc](http://ed.sc.gov/agency/offices/cso/standards/ela/documents/eng1_eng4.doc)

Visual Arts Standards can be viewed online at:

<http://ed.sc.gov/agency/offices/cso/standards/vpa/documents/AdoptedArtsStandards.doc>