

State Standards / South Carolina

Lesson	Standard Number	Standard
World Civilization Course		
6th grade		
JFR Standards	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism Lesson 1.2 – The Early Interwar Period Lesson 2.1 – Hitler’s Rise to Power	6.5 CO	Compare the ideologies and policies that led to World War II. This indicator was developed to promote inquiry into the ideologies and policies that led to WWII, with a particular focus on the rise of dictators throughout Europe and Asia.
Lesson 1.1 – Anti-Judaism and Antisemitism Lesson 1.2 –The Early Interwar Period Lesson 2.1 – Hitler’s Rise to Power Lesson 2.2 – “The Jewish Question” Lesson 2.3 – Complicity of the Elites Lesson 3.1 – Refugee Policy Lesson 4.1 – The New Order in Europe Lesson 5.1 – Ghettos in the East Lesson 5.2 – Western Europe: Jews in the Nazi Grip Lesson 5.3 – Resistance Lesson 6.1 – The Nazi Camp System Lesson 6.2 – Life in Camps Lesson 6.3 – The <i>Einsatzgruppen</i>	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.

State Standards / South Carolina

Lesson 7.1 – Collaboration During the Holocaust Lesson 8.1 – Rescue During the Holocaust Lesson 9.1 – Liberation and Afterwards		
		Geography of World Regions 7th grade
	Standard 4:	Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.
Lesson 1.1 – Anti-Judaism and Antisemitism Lesson 1.2 – The Early Interwar Period Lesson 2.1 – Hitler’s Rise to Power Lesson 2.2 – “The Jewish Question” Lesson 3.1 – Refugee Policy Lesson 4.1 – The New Order in Europe Lesson 5.1 – Ghettos in the East Lesson 5.2 – Western Europe: Jews in the Nazi Grip	7.4.3.HS 7.4.4.HS	<p>Explain Europe’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change. This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the European continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.</p> <p>Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of European societies. This indicator was designed to encourage inquiry into the distribution and pattern of cultural traits within the European continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.</p>
Lesson 8.1 – Rescue During the Holocaust Lesson 9.1 – Liberation and Afterwards	7.4.5.HS	Identify and analyze the current political borders using maps, and explain the connections between European countries based upon centripetal and centrifugal forces, as well as connections between European places and other continents. This indicator was designed to encourage inquiry into the various

State Standards / South Carolina

		ways that spaces have been divided and controlled within the European continent by different culture groups throughout history
South Carolina and the United States		
	Standard 4	Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.
Lesson 2.1 – Hitler's Rise to Power Lesson 2.2 – “The Jewish Question”	8.4.CE	Explain the causes and effects of World War I on South Carolina and the United States. This indicator was developed to encourage inquiry into the significant causes of World War I and the factors leading to U.S. involvement. This indicator was also developed to promote inquiry into the effects of the war, including its impact on the home front, migration patterns, and continued foreign policy debates.
Lesson 9.1 – Liberation and Afterwards	8.5.CO	Compare South Carolina and U.S. wartime contributions and demobilization after World War II. This indicator was designed to promote inquiry into military and economic policies during World War II, to include the significance of military bases in South Carolina. This indicator was also developed to foster inquiry into postwar economic developments and demographic changes, including the immigration of Jewish refugees following the Holocaust.
High School		
Modern World History Course		
Lesson	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism	Standard 3:	Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815–1918.
Lesson 1.1 – Anti-Judaism and Antisemitism		MWH.3.CO Compare the significant turning points in the development of nationalism and their implications on the world. This indicator was developed to encourage inquiry into imperialism, World War I and the development of nationalism on the world.

State Standards / South Carolina

Lesson 1.1 – Anti-Judaism and Antisemitism		MWH.3.CX Contextualize industrialization within the various cultural and political changes occurring during the 19th century. This indicator was developed to encourage inquiry into how industrialization in Great Britain, the United States, and Germany between the Napoleonic Wars and World War I gave context for changes that occurred during the period.
	Standard 4	Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885–1950.
Lesson 1.1 – Anti-Judaism and Antisemitism Lesson 1.2 – The Early Interwar Period Lesson 2.1 – Hitler’s Rise to Power Lesson 2.2 – “The Jewish Question” Lesson 2.3 – Complicity of the Elites Lesson 3.1 – Refugee Policy Lesson 4.1 – The New Order in Europe Lesson 5.1 – Ghettos in the East Lesson 5.2 – Western Europe: Jews in the Nazi Grip Lesson 5.3 – Resistance Lesson 6.1 – The Nazi Camp System Lesson 6.2 – Life in Camps Lesson 6.3 – The <i>Einsatzgruppen</i> Lesson 7.1 – Collaboration During the Holocaust Lesson 8.1 – Rescue During the Holocaust	MWH.4.CX	Contextualize World War II and the Holocaust within local and global economic, political, and social developments from 1919– 1950. This indicator is intended to encourage inquiry into the relationship between World War II and interwar foreign policies, global business cycles, the rise of totalitarian regimes, and postwar alliances. This indicator was also developed to promote inquiry into the relationship between the Holocaust as state-sponsored systematic persecution and interwar totalitarianism, nationalism, economic turmoil, and World War II.

State Standards / South Carolina

Lesson 9.1 – Liberation and Afterwards		
	Standard 5	: Demonstrate an understanding of the Modern Age from 1933 to present day.
Lesson 8.1 – Rescue During the Holocaust Lesson 9.1 – Liberation and Afterwards	MWH.5.CO	Compare the cultural, economic, and political implications of the Cold War. This indicator was developed to encourage inquiry into the roots of democratic and communist ideals and how their influence spread through the modern world after the end of World War II.
Lesson 8.1 – Rescue During the Holocaust Lesson 9.1 – Liberation and Afterwards	MWH.5.CE	Analyze significant developments resulting from post-war decolonization in Asia and Africa in the creation of the new countries during the period 1945–1975. This indicator was developed to encourage inquiry into how the effects of decolonization and the subsequent rebuilding of the once colonized world changed the landscape of economic, geographic, political, and social affairs.
Lesson 9.1 – Liberation and Afterwards	MWH.5.CX	Examine the Holocaust and its aftermath in providing the context for subsequent developments in international efforts to recognize and protect human rights. This indicator was intended to encourage inquiry into the human experience by examining the nature of oppression, civil war, and genocide. This indicator also supports inquiry into the struggle for civil rights and international efforts to protect human rights in the modern world.
United States History and the Constitution		
Lesson	Standard Number	Standard
	Standard 4:	Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.
Lesson 3.1 – Refugee Policy Lesson 4.1 – The New Order in Europe Lesson 7.1 – Collaboration During the Holocaust Lesson 8.1 – Rescue During the Holocaust Lesson 9.1 – Liberation and Afterwards	USHC.4.CO	Develop a comparative analysis of the motives for and outcomes of American policies regarding foreign intervention. This indicator was developed to encourage inquiry into the political and economic motivations for the United States to intervene in Pacific and Latin American nations. This indicator was developed to encourage inquiry into the outcomes of American interventionism in World War I and World War II.

State Standards / South Carolina

<p>Lesson 1.2 – The Early Interwar Period</p> <p>Lesson 2.1 – Hitler’s Rise to Power</p> <p>Lesson 4.1 – The New Order in Europe</p> <p>Lesson 9.1 – Liberation and Afterwards</p>	<p>USHC.4.P</p>	<p>Summarize the changing role of the government in the economy during the period 1917–1945. This indicator was constructed to facilitate inquiry into how economic conditions prompted an evolution of fiscal and monetary policy featuring significant turning points. This indicator also supports inquiry into the laissez-faire policies of the 1920s, the balance of free markets and government intervention of the 1930s, and the command economies during World War I and World War II</p>
<p>Lesson 4.1 – The New Order in Europe</p> <p>Lesson 9.1 – Liberation and Afterwards</p>	<p>USHC.4C</p>	<p>Examine the continuity and changes on the U.S. home front surrounding World War I and World War II. This indicator was developed to encourage inquiry into wartime domestic policies during periods of global conflict. This indicator also supports inquiry into America’s response to the Holocaust and the roles of African Americans and women related to the war effort</p>