

# Virginia Board of Education Agenda Item



**Agenda Item:** C

**Date:** February 26, 2015

<b>Title</b>	Final Review of Proposed <i>History and Social Science Standards of Learning</i>		
<b>Presenter</b>	Ms. Christonya Brown, History and Social Science Coordinator		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

January 22, 2014

Action deferred for further review.

October 23, 2014

Action Approved for first review and public comment.

**Action Requested:**

Final review: Action requested at this meeting.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 2: The Board of Education has made a commitment to maintain rigorous and relevant expectations for students that meet or exceed national and international benchmarks for college and career readiness.

*Code of Virginia*, Section 22.1-253.13:1-B... “The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis...”

New academic content *Standards of Learning* for history and social science were first developed in 1995. They were revised in 2001 and again in 2008. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *History and Social Science Standards of Learning* are scheduled for review in 2015. In accordance with the plan, the Department of Education took the following steps to produce a final draft of the *History and Social Science Standards of Learning* for the Board's final review:

- Received online comments regarding the 2008 *History and Social Science Standards of Learning* from stakeholders, including teachers, parents, and administrators;
- Met with a teacher review committee on July 7-10, 2014, to review the public comments, consider other related resources, and develop a proposed draft of revised *Standards of Learning*;
- Met with a committee of external stakeholders representing institutions of higher education, museums, professional organizations, and other organizations and institutions with an interest in history and social science on August 21, 2014, to review and comment on the work of the teacher review committee;
- Received over 360 comments via the online mailbox for review and consideration to the proposed revised *History and Social Science Standards of Learning* presented to the Board on October 23, 2014, from stakeholders, including teachers, parents, and administrators summarized below. The majority of public comments related to the restructuring of the Kindergarten through Grade Three content and the alignment of the Essential Skills;
- The Virginia Board of Education held five public hearings to solicit comments on the proposed revised *History and Social Science Standards of Learning*. There were a total of 32 speakers and 24 written comments collected with an estimated attendance of 150 citizens in attendance. The public hearings were held at historical sites December 2-4, 2014, and January 6, 2015, at Thomas Jefferson's Monticello, Charlottesville; Edith Bolling Wilson Hotel, Wytheville; George Washington's Mount Vernon, Mount Vernon; Colonial Williamsburg, Williamsburg; and Virginia Union University, Richmond; and
- Addressed comments from individual Board members through revisions and technical edits to the proposed revised *History and Social Science Standards of Learning*.

### **Summary of Important Issues:**

The attached draft of the proposed revised *History and Social Science Standards of Learning* (Attachment A) consists of the following elements:

### **Summary of the revisions and technical edits Proposed Revised *History and Social Science Standards of Learning*:**

The proposed standards have had revisions after each BOE review.

- Single underline indicates an addition in the 2008 *History and Social Science Standards of Learning*
- ~~Single strikethrough~~ indicates a deletion in the 2008 *History and Social Science Standards of Learning*
- Double underline indicates an addition after BOE first review (October 23, 2014)
- ~~Double strikethrough~~ indicates a deletion after BOE first review (October 23, 2014)
- Double underline with gray highlight indicates an addition after BOE second review (January 22, 2015)
- ~~Double strikethrough with gray highlight~~ indicates a deletion after BOE second review (January 22, 2015)

The revisions and technical edits made since January 22, 2015, are as follows:

- Reviewed and made corrections to the [moved] statements to clarify the final destination of restructured content;
- Replaced the term “contribution” in VS.9d;
- Provided additional content in United States History: 1865 to the Present and Virginia and United States Government regarding The Americans with Disabilities Act as amended 2008 (ADA);
- Received and made revisions based upon comments received from the Divisions of Student Assessment, and School Improvement and Special Education and Student Services; and
- Received additional input and revisions from the Commission on Civics Education and made the additional revisions to the skills for Civics and Economics and Virginia and United States Government.

**Impact on Fiscal and Human Resources:**

This responsibility can be absorbed by the agency’s existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

**Timetable for Further Review/Action:**

Upon approval of the *History and Social Science Standards of Learning*, the Department of Education will post the document on the Department’s *Standards of Learning* Web site and share the information with school divisions. The Department of Education will proceed with the review of the Curriculum Framework by aligning it to the new standards.

It is anticipated that the review and revision process will be completed by fall or early winter 2015 and the document will be distributed to the field via the Virginia Department of Education Web site.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed revised *History and Social Science Standards of Learning* and authorize the Department of Education to make clarifying and/or technical edits.

**Rationale for Action:**

Action by the Virginia Board of Education allows for the Department of Education to provide school divisions with the new standards in the fall of 2015.

# History and Social Science Standards of Learning

for  
Virginia  
Public Schools



Board of Education  
Commonwealth of Virginia

~~January 2008~~ January February 2015

## Preface

In 1995, the Virginia Board of Education published Standards of Learning in English, mathematics, science, and history and social science for kindergarten through grade 12. Subsequently, Standards of Learning were developed for all academic content areas. The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia. School divisions and teachers have worked to incorporate the standards in local curriculum and classroom instruction.

Pursuant to legislation from the 2000 Virginia General Assembly, the Board of Education established a seven-year cycle for review of the Standards of Learning. ~~The 1995 History and Social Science Standards of Learning were revised in 2001, following an extensive review by a Board of Education Task Force, content experts, social studies educators, and community representatives. The 2001 revision focused on~~

- ~~• the quantity of content that can be taught and learned effectively in the minimum instructional time prescribed by the Virginia Standards of Accreditation for core academic disciplines;~~
- ~~• the sequential development of content knowledge and skills designed to extend previous academic expectations that are appropriately rigorous for the age of the student for whom the standards are written; and~~
- ~~• the experiences and contributions of men and women of diverse racial, ethnic, cultural, and religious backgrounds.~~

~~As part of the Board's seven-year cycle, the review process occurred again in 2008 and resulted in the standards contained in this document. As a result, the 1995 *History and Social Science Standards of Learning* were reviewed in 2001, 2008, and 2015, the results of which are contained in this document.~~

Review committee members are encouraged to be judicious in the scope of their recommendations in consideration of the burden to school divisions of aligning curriculum, instructional materials, and professional development initiatives with the revised standards. The committee thoughtfully considered the key events and persons to be included. Names of individuals traditionally studied at grades K–3 have been included in the standards for those grades. In keeping with the committee recommendation to identify content that can be taught within the minimum instructional time, only individuals and events that are crucial to understanding the concepts identified are included in the standards for grades 4–12.

The History and Social Science Standards of Learning, supported by the *History and Social Science Standards of Learning Curriculum Framework*, define the essential understandings, knowledge, and skills. The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further enrich the standards and clarify the concepts under investigation will be found in the curriculum framework.

~~The History and Social Science Standards of Learning are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. It is understood that these academic standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. The History and Social Science Standards of Learning, amplified by the Curriculum Framework, define the essential understandings, knowledge, and skills that~~

~~are measured by the Standards of Learning tests. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by framing essential questions, identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to master. This supplemental guide delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Additional details such as the names of individuals whose study further enriches the standards and clarifies the concepts under investigation will be found in this resource guide.~~

The *History and Social Science Standards of Learning* do not prescribe the grade level at which the standards must be taught or a scope and sequence within a grade level. The Board of Education recognizes that local divisions will adopt a K–12 instructional sequence that best serves their students. The design of the Standards of Learning assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school history and social science by the grade levels tested. The high school end-of-course Standards of Learning tests, for which students may earn verified units of credit, are administered in a locally determined sequence.

The *History and Social Science Standards of Learning* and the Standards of Learning assessment program form the core of the Virginia Board of Education's efforts to strengthen public education across the Commonwealth and to raise the level of academic achievement of all Virginia students.

# Introduction

## Goals

The study of history and social science is vital in promoting a civic-minded, democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others who have an interest in public education and a civil society.

The *History and Social Science Standards of Learning* are designed to

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective;
- instill in students a thoughtful pride in the history of America through an understanding that what “We the People of the United States” launched more than two centuries ago was not a perfect union, but a continual effort to build a “more perfect” union, one which has become the world’s most successful example of constitutional self-government;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed, responsible, and participatory citizenship;
- develop students’ skills in debate, discussion, and writing; and
- provide students with a framework for continuing education in history and the social sciences.

## Skills

History and social science skills are a key component to understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science courses curriculum. The development of these skills is also important in order for students to become better informed citizens. Note: The skills will not be assessed in isolation, rather they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

## History

History should be the integrative core of the curriculum, in which both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) come to life. Through the study of history, students can better understand their own society as well as others. Students will understand chronological thinking and the connections between causes and effects and between continuity and change. History enables students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, understand that ideas have real consequences, and realize that events are shaped by ideas and the actions of individuals. History shows the relationship among past, current, and future issues.

## Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth's places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student's home community are affected by conditions and events in distant places. Geographic themes include location, place, human-environment interaction, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; interpret graphs, tables, diagrams, and pictures; observe and record information; and assess information from various sources.

## Civics

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. It should instill relevant skills so that students can assess political resources, deal intelligently with controversy, and understand the consequences of policy decisions. Students should develop an understanding of the values and principles of American constitutional democracy and of some

of the key issues in the functioning of a democratic republic. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable. They should understand the consequences of political and policy decisions at the local, state, national, and international levels.

## **Economics**

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. To maintain that strength, American citizens must understand the basic economic principles that underlie the market economy. They must understand how the U.S. economic system works, as well as how other systems work. They must learn to make reasonable economic decisions about their own lives and become intelligent consumers, employers, and workers. A solid grounding in economics will help students prepare for the global marketplace.

# Kindergarten

## Introduction to History and Social Science: Focus on the Community

The standards for kindergarten students focus on the local community and include an introduction to ~~interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness~~ basic history and social science skills. During the course of their first year in school, students should learn about their community using basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

### Skills

- K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- viewing artifacts and primary and secondary sources to develop understanding of history;
  - using basic map skills to support an understanding of the community;
  - gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;
  - asking appropriate questions to solve a problem;
  - comparing and contrasting people, places, or events;
  - recognizing direct cause-and-effect relationships;
  - making connections between past and present;
  - using a decision-making model to make informed decisions;
  - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and
  - developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

### History

- K.12 The student will recognize that history describes events and people ~~of~~ from other times and places by
- identifying examples of ~~past events in legends, stories, and historical accounts of Powhatan, [Moved to SOL 1.3a] Pocahontas, [Moved to SOL 1.3b] George Washington, [Moved to SOL 1.3d] Moved to SOL 1.2b] Betsy Ross, and Abraham Lincoln [Moved to SOL 2.4c]~~ historical events, stories, and legends that describe the development of the local community; and
  - identifying ~~the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July) who~~ helped establish and lead the local community over time. [Moved to SOL K.10d, Moved to SOL K.11d, 2.5b, d]
- K.23 The student will ~~describe everyday life in the present and in the past and, begin to recognize that things change over time~~ sequence events in the past and present and begin to recognize that things change over time.

### Geography

- K.34 The student will describe the relative location of people, places, and things by using positional words with emphasis on near/far, above/below, left/right, and behind/in front.

- K.45 The student will use simple maps and globes to
- develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
  - describe places referenced in historical events, stories and real-life situations;
  - locate land and water features;
  - identify basic map symbols in a map legend; and
  - identify places and objects ~~construct a simple map~~ of a familiar area.
- K.56 The student will develop an awareness that maps and globes
- show a view from above;
  - show things in smaller size; and
  - show the position of objects.
- K.67 The student will ~~match simple descriptions of work that people do with the names of those jobs~~ describe how the location, climate, and physical surroundings of a community affect the way people live including
- ~~their food, clothing, shelter, transportation, and recreation; and~~
  - ~~simple descriptions of work that people do with the names of those jobs.~~ [Moved to K.8]

## Economics

K.8 The student will match simple descriptions of work that people do with the names of those jobs.

- ~~K.789~~ The student will
- recognize that people make choices because they cannot have everything they want; and
  - explain that people work to earn money to buy the things they want.

## Civics

- ~~K.8910~~ The student will demonstrate that being a good citizen involves
- taking turns and sharing;
  - taking responsibility for certain classroom chores;
  - taking care of personal belongings and respecting what belongs to others;
  - following rules and understanding the consequence of breaking rules;
  - practicing honesty, self-control, and kindness to others;
  - participating in decision making in the classroom; and
  - participating successfully in group settings.
- ~~K.91011~~ The student will ~~recognize~~ develop an understanding of how communities express patriotism through events and symbols by
- recognizing the American flag;
  - recognizing the Pledge of Allegiance;
  - ~~recognizing~~ knowing that the president is the leader of the United States; and
  - recognizing the holidays and people associated with ~~of~~ Thanksgiving Day; Martin Luther King, Jr., Day; George Washington's Birthday (Presidents' Day); and Independence Day (Fourth of July).

## Grade One

### Introduction to History and Social Science: Focus on the Commonwealth of Virginia

The standards for first-grade students include an introduction to the lives of ~~American~~ leaders in the history of Virginia and their contributions to the Commonwealth, United States. Students should ~~recognize~~ develop basic map ~~symbols and construct a simple map of a familiar area~~ skills. ~~They~~ The students should study the economic concepts of goods and services, consumers and producers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments. They should learn that communities ~~and~~ include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

#### Skills

- 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) using artifacts and primary and secondary sources to develop understanding of history;
  - b) using basic map skills to support an understanding of Virginia history;
  - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support understanding of Virginia history;
  - d) asking appropriate questions to solve a problem;
  - e) comparing and contrasting people, places, or events in Virginia history;
  - f) recognizing direct cause-and-effect relationships;
  - g) making connections between past and present;
  - h) using a decision-making model to make informed decisions;
  - i) practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - j) developing fluency in content vocabulary, and comprehension of oral, written and visual sources.

#### History

- 1.12 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including
- a) the settlement of Virginia at Jamestown;
  - b) ~~the role of~~ famous Virginians such as George Washington and Thomas Jefferson who helped form ~~Virginia in forming~~ a new nation; and
  - c) ~~the role of~~ life in Virginia today, including food, clothing, shelter, transportation, and recreation.
- 1.23 The student will describe the stories of ~~American leaders~~ influential people in the history of Virginia and their contributions to our Commonwealth ~~country~~, with emphasis on ~~George Washington, [Moved to SOL 1.3d] Benjamin Franklin, [Moved to SOL 2.4b] Abraham Lincoln, [Moved to SOL 2.4c] George Washington Carver, [Moved to SOL 2.4f] and Eleanor Roosevelt.~~
- a) Powhatan;
  - b) Pocahontas;
  - c) Christopher Newport;
  - ~~d) George Washington; [Moved to SOL 1.2b]~~
  - ~~e) Thomas Jefferson; [Moved to SOL 1.2b]~~
  - ~~f)d) Maggie L. Walker; and~~
  - ~~e)c) Arthur R. Ashe, Jr.~~

- 1.34 The student will ~~discuss~~ describe the lives of people associated with ~~Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July)~~ major holidays including
- a) George Washington's Birthday (Presidents' Day);
  - b) Independence Day (Fourth of July); and
  - c) Martin Luther King, Jr., Day.

## Geography

- 1.45 The student will develop map skills by
- a) recognizing basic map symbols, including references to land, water, cities, and roads;
  - b) using cardinal directions on maps;
  - c) identifying the shapes of the United States and Virginia on maps and globes;
  - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and
  - e) constructing simple maps, using a title, map legend, and compass rose.
- 1.56 The student will ~~construct a simple map of a familiar area, using basic map symbols in the map legend~~ develop a geographic understanding that
- a) the location of Virginia determines its climate and results in four distinct seasons; and
  - b) the landforms of Virginia affect the places people live.
- 1.6 ~~The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. [Moved to SOL K.7a]~~

## Economics

- 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.
- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

## Civics

- 1.10 The student will apply the traits of a good citizen by
- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
  - b) recognizing the purpose of rules and practicing self-control;
  - c) working hard in school;
  - d) taking responsibility for one's own actions;
  - e) valuing honesty and truthfulness in oneself and others; and
  - f) participating in classroom decision making through voting.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance;
- b) ~~identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty.~~
- [Moved to SOL 2.13a]

- 1.12 The student will recognize the symbols and traditional practices that honor ~~and foster patriotism in the United States~~ the Commonwealth of Virginia by
- a) ~~demonstrating respect for the American flag by learning about the Pledge of Allegiance~~ [Moved to SOL 1.11] identifying the Virginia flag, state capitol building, state bird, and state flower; and
  - b) ~~identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty~~ [Moved to SOL 2.13a] describing why people have symbols and traditions.
- 1.13 The student will ~~recognize~~ understand that ~~communities in the people of Virginia~~
- a) have state and local governments officials who are elected by voters;
  - b) ~~benefit from people who volunteer in~~ make contributions to their communities; and
  - c) include people who have diverse ethnic origins, customs, and traditions who are united as Americans by common principles.

## Grade Two

### Introduction to History and Social Science: Focus on the United States of America

The standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States as well as the heritage and contributions of the people of ancient China and Egypt and [Moved to SOL 3.2] of the American Indians, past and present. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

#### Skills

- 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in American history;
  - b) using basic map skills to locate places on maps and globes to support understanding of American history;
  - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support an understanding of American history;
  - d) asking appropriate questions to solve a problem;
  - e) comparing and contrasting people, places or events in American history;
  - f) recognizing direct cause-and-effect relationships;
  - g) making connections between past and present;
  - h) using a decision-making model to make informed decisions;
  - i) practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - j) defending positions using content vocabulary orally and in writing.

#### History

- 2.12 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language [Moved to SOL 3.2] demonstrate knowledge of the United States by describing important developments and innovations in United States history including communication and transportation.
- ~~a) the founding of the nation;~~
  - ~~b) the struggle for equality; and~~
  - ~~c) technological advances over time.~~
- 2.23 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on
- a) the Powhatan of the Eastern Woodlands;
  - b) the Lakota of the Plains; and
  - c) the Pueblo peoples of the Southwest.

- 2.34 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population describe how the contributions of selected individuals changed the lives of Americans with emphasis on
- a) Christopher Columbus;
  - b) Benjamin Franklin;
  - c) Abraham Lincoln;
  - ~~d) Susan B. Anthony; [Moved to SOL USII.4e] [Included in USII.4e Curriculum Framework]~~
  - ~~e) Thomas Edison; [Moved to SOL VUS.8b] [Included in VUS.8b Curriculum Framework]~~
  - ~~f) George Washington Carver;~~
  - ~~g) Helen Keller;~~
  - ~~h) Thurgood Marshall;~~
  - ~~i) Rosa Parks;~~
  - ~~j) Jackie Robinson;~~
  - ~~k) Cesar Chavez; and~~
  - ~~l) Martin Luther King, Jr.~~
- 2.5 The student will describe why United States citizens celebrate major holidays including
- a) Martin Luther King, Jr. Day;
  - b) Presidents' Day
  - ~~b)c) Memorial Day;~~
  - d) Independence Day;
  - ~~e)e) Labor Day;~~
  - ~~f)f) Columbus Day;~~
  - e)g) Veterans Day; and
  - f)h) Thanksgiving Day.

## Geography

- 2.56 The student will develop map skills by using globes and maps of the world and the United States to locate
- a) ~~locating the equator, the seven continents, and the five oceans on maps and globes;~~
  - b) the equator, the Prime Meridian and the four hemispheres; and locating selected rivers (James River, [Moved to SOL 2.6c] Mississippi River, [Moved to SOL 2.6c] Rio Grande, [Moved to SOL 2.6c] Huang He, [Moved to SOL 3.6b] and Nile River [Moved to SOL 3.6a]), mountain ranges (Appalachian Mountains and Rocky Mountains [Moved to SOL 3.6d]), and lakes (Great Lakes) [Moved to SOL 3.6d] in the United States and other countries
  - c) major rivers, mountain ranges, lakes, and other physical features in the United States.
- 2.57 The student will locate and describe develop map skills by the relationship between the environment and culture of
- a) ~~locating the United States, [Moved to SOL 2.6c] China, [Moved to SOL 3.6b] and Egypt [Moved to SOL 3.6a] on world maps; the Powhatan of the Eastern Woodlands;~~
  - b) understanding the relationship between the environment and the culture of ancient China [Moved to SOL 3.6b] and Egypt [Moved to SOL 3.6a]; the Lakota of the Plains; and
  - c) locating the regions of the Powhatan, Lakota, and the Pueblo Indians on United States maps; of the Southwest.
- 2.6 ~~The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose. [Moved to SOL 1.5e]~~

## Economics

- 2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- 2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

## Civics

- ~~2.40~~11 The student will explain the responsibilities of a good citizen, with emphasis on
- respecting and protecting the rights and property of others;
  - taking part in the voting process when making classroom decisions;
  - describing actions that can improve the school and community;
  - demonstrating self-discipline and self-reliance;
  - practicing honesty and trustworthiness; and
  - explaining the purpose of rules and laws.
- ~~2.41~~12 The student will ~~identify George Washington, [Moved to SOL 1.3d] [Moved to SOL 1.2b] Abraham Lincoln, [Moved to SOL 2.4c] Susan B. Anthony, [Moved to SOL 2.4d] [Included in USII.4e Curriculum Framework] Helen Keller, [Moved to SOL 2.4g] [Moved to SOL 2.4e] Jackie Robinson, [Moved to SOL 2.4j] [Moved to SOL 2.4h] and Martin Luther King, Jr., [Moved to SOL 2.4i] [Moved to SOL 2.4j] as Americans whose contributions improved the lives of other Americans~~ understand that the people of the United States of America
- make contributions to their communities;
  - ~~have federal, state, and local government officials who are elected by voters. [Moved to SOL 3.12]~~vote in elections;
  - ~~have a government to make laws, carry out laws, and decide if laws have been broken; [Moved to SOL 3.12] [Moved to SOL 3.12b]~~
  - ~~c) are united as Americans by common principles; and~~
  - ~~e)d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.~~
- ~~2.42~~13 The student will ~~understand that the people of Virginia~~ understand the symbols and traditional practices that honor and foster patriotism in the United States of America by
- ~~have state and local government officials who are elected by voters; [Moved to SOL 1.12a] [Moved to SOL 1.13a]~~ explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
  - ~~have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles [Moved to SOL 1.12e] [Moved to SOL 2.12c]~~ learning the words to and the meaning of the Pledge of Allegiance.

## Grade Three

### Introduction to History and Social Science: Focus on Ancient World Cultures

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, and Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will explain the importance of the basic principles of democracy examine the social, cultural, and political characteristics of major ancient world cultures and will identify the contributions of selected individuals. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives. ~~Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life and who are united as Americans by common principles.~~

#### Skills

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
  - b) using geographic information to support an understanding of world cultures;
  - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
  - d) summarizing points and evidence to answer a question;
  - e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
  - f) determining relationships with multiple causes or effects;
  - g) explaining connections across time and place;
  - h) using a decision-making model to make informed decisions;
  - i) practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - j) accessing a variety of media including online resources.

#### History

- 3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- 3.43 The student will explain how the contributions of ancient Greece and Rome, have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.24 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).
- 3.3 The student will study the exploration of the Americas by
- a) describing the accomplishments of Christopher Columbus, [Moved to SOL 2.4a] Juan Ponce de León, Jacques Cartier, and Christopher Newport; [Moved to SOL 1.3c]
  - b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

## Geography

- 3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps
- ~~locating Greece, Rome, and West Africa at the beginning of their culture;~~
  - ~~describing the physical and human characteristics of Greece, Rome, and West Africa during their period of greatest influence; and~~
  - ~~today, explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.~~
- 3.6 The student will develop map skills by using globes and maps to locate and describe
- ~~positioning and labeling the seven continents and five oceans to create a world map~~ major rivers, mountain ranges, and other geographic features of Africa;
  - ~~using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres~~ major rivers, mountain ranges, and other geographic features of Asia;
  - ~~locating the countries of Spain, England, and France~~ major rivers, mountain ranges, and other geographic features of Europe;
  - ~~locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas) [Moved to SOL 2.4a], Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia) [Moved to SOL 1.3c]~~ major rivers, mountain ranges, and other geographic features of North America; and
  - ~~locating specific places, using a simple letter-number grid system~~ major rivers, mountain ranges, and other geographic features of South America.
- 3.7 The student will ~~read and construct maps, tables, graphs, and/or charts~~ describe how people in ancient world cultures adapted to their environment.

## Economics

- 3.8 The student will ~~explain how producers in ancient Greece, Rome, and the West African empire of Mali used~~ demonstrate an understanding of different cultures and their ~~economic interdependence between cultures by examining the impact of~~ natural resources, human resources, and capital resources in the production of goods and services.
- 3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- 3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

## Civics

- 3.11 The student will explain the responsibilities of a good citizen, with emphasis on
- respecting and protecting the rights and property of others;
  - taking part in the voting process when making classroom decisions;
  - describing actions that can improve the school and community;
  - demonstrating self-discipline and self-reliance;
  - practicing honesty and trustworthiness; and
  - explaining the purpose of rules.

- ~~3.4.12~~ The student will recognize the importance of government in the community, Virginia, and the United States of America by
- ~~a) explaining the purpose of ~~rules and~~ laws;~~
  - ~~b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and~~
  - ~~c) explaining that government protects the rights and property of individuals.~~
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- ~~a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; [Included in the Curriculum Framework for 3.13]~~
  - ~~b) identifying the contributions of George Washington; [Moved to SOL 1.3d] [Moved to SOL 1.2b] Thomas Jefferson; [Moved to SOL 1.3e] [Moved to SOL 1.2b] Abraham Lincoln; [Moved to SOL 2.4c] Rosa Parks; [Moved to SOL 2.4i] [Moved to SOL 2.4g] Thurgood Marshall; [Moved to SOL 2.4h] [Moved to SOL 2.4f] Martin Luther King, Jr.; [Moved to SOL 2.4j] [Moved to SOL 2.4i] and Cesar Chavez; [Moved to SOL 2.4k] [Moved to SOL 2.4i]~~
  - ~~c) recognizing that Veterans Day [Moved to SOL 2.5e] [Moved to SOL 2.5g] and Memorial Day [Moved to SOL 2.5b] [Moved to SOL 2.5c] honor people who have served to protect the country's freedoms;~~
  - ~~d) describing how people can serve the community, state, and nation. [Included in the Curriculum Framework for 3.13]~~
- ~~3.4.13~~ The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

## Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### Skills

- VS.1 The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship, ~~including the ability to by~~
- a) ~~identifying~~ analyzing and interpreting artifacts and primary and secondary sources documents to understand events in Virginia history;
  - ib) ~~analyzing and interpreting maps to explain relationships among landforms, water features, climatic characteristics, and historical events. the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;~~
  - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
  - d) ~~draw conclusions and make generalizations~~ recognizing points of view and historical perspectives;
  - ee) ~~comparing and contrasting ideas and cultural perspectives~~ historical events in Virginia history;
  - bf) ~~determine cause and effect relationships~~ determining relationships with multiple causes or effects in Virginia history;
  - eg) ~~make~~ explaining connections across time and place;
  - h) explaining using a decision-making model to identify costs and benefits of a specific choice made;
  - i) practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - hj) ~~evaluate and discuss issues~~ investigating and researching to develop a student-produced product orally and in writing;

### Virginia: The Physical Geography and Native Peoples

- VS.2 The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by
- a) locating Virginia and its bordering states on maps of the United States;
  - b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
  - c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
  - d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
  - e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;

- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and
- g) ~~identifying and locating the current state-recognized tribes~~ describing the lives of American Indians in Virginia today.

## Colonization and Conflict: 1607 through the American Revolution

- VS.3 The student will demonstrate ~~knowledge~~ an understanding of the first permanent English settlement in America by
- a) explaining the reasons for English colonization;
  - b) describing ~~how the economic and geographic influences~~ on the decision to settle at Jamestown;
  - c) ~~identifying~~ describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
  - e) identifying the ~~importance~~ impact of the arrival of Africans and English women to the Jamestown settlement;
  - f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and
  - g) describing the interactions between the English settlers and the native peoples, including the ~~contributions~~ role of the Powhatan ~~to~~ in the survival of the settlers.
- VS.4 The student will demonstrate ~~knowledge~~ an understanding of life in the Virginia colony by
- a) explaining the importance of agriculture and its influence on the institution of slavery;
  - b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans; ~~and American Indians~~;
  - c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg ~~to Richmond~~;
  - d) describing how money, barter, and credit were used; and
  - e) describing everyday life in colonial ~~Williamsburg~~ Virginia Virginia.
- VS.5 The student will demonstrate ~~knowledge~~ an understanding of the role of Virginia in the American Revolution by
- a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
  - b) identifying the various roles ~~played by~~ of American Indians, whites, enslaved African Americans, and free African Americans; ~~and American Indians~~ in the Revolutionary War era including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;
  - c) identifying the importance of ~~the Battle of Great Bridge, the ride of Jack Jouett, and~~ the American victory at Yorktown; and
  - d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

## Political Growth and Western Expansion: 1781 to the Mid 1800s

- VS.6 The student will demonstrate ~~knowledge~~ an understanding of the role of Virginia in the establishment of the new American nation by
- ~~explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;~~
  - identifying the ideas of George Mason ~~and Thomas Jefferson~~ as expressed in the Virginia Declaration of Rights and Thomas Jefferson as expressed in the Virginia Statute for Religious Freedom; and
  - explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

## Civil War and Postwar Eras

- VS.7 The student will demonstrate ~~knowledge~~ an understanding of the issues that divided our nation and led to the Civil War by
- ~~identifying~~ explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
  - describing Virginia’s role in the war, including identifying major battles that took place in Virginia; and
  - describing the roles ~~played by~~ of American Indians, whites, enslaved African Americans, and free African Americans, and American Indians.
- VS.8 The student will demonstrate ~~knowledge~~ an understanding of the reconstruction of Virginia following the Civil War by
- identifying the effects of Reconstruction on life in Virginia;
  - identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and American Indians; and
  - describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

## Virginia: 1900 to the Present

- VS.9 The student will demonstrate ~~knowledge~~ an understanding of Virginia during the twentieth century and beyond by twentieth and twenty-first century Virginia by
- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, ~~including the reasons people came to Virginia from other states and countries;~~
  - describing how national events affected Virginia and its citizens including women’s suffrage and the Great Depression; identifying the impact of Virginians, such as Woodrow Wilson [Deferred to SOL USII.5e] [Included in Curriculum Framework USII.5c] and George C. Marshall, [Deferred to USII.8a Curriculum Framework] [Included in USII.8a Curriculum Framework] on international events;
  - ~~identifying~~ describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and
  - ~~identifying~~ describing the political, social, and/or economic contributions impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

- VS.10 The student will demonstrate ~~knowledge~~ an understanding of Virginia government, geography, and economics by
- a) identifying the three branches of Virginia government and the function of each;
  - b) describing the major products and industries important to Virginia's economy; of Virginia's five geographic regions; and
  - c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

## United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### Skills

- USI.1 The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to by~~
- ~~identify examining analyzing~~ and interpreting artifacts and primary and secondary sources documents to increase understanding events in United States history to 1865;
  - ~~analyzing and interpreting geographic information to determine patterns and trends in United States history distinguish between parallels of latitude and meridians of longitude;~~
  - ~~sequence events in~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history from pre-Columbian times to 1865;
  - ~~interpreting ideas and events from different historical perspectives using evidence to draw conclusions and make generalizations;~~
  - comparing and contrasting historical, cultural, and political perspectives in United States history;
  - ~~analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events determining relationships with multiple causes or effects in United States history;~~
  - ~~make explaining~~ connections across time and place;
  - ~~interpret patriotic slogans and excerpts from notable speeches and documents using a decision-making model to identify the costs and benefits of a specific choice made;~~
  - ~~identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and~~
  - ~~evaluate and discuss issues~~ investigating and researching to develop a student-produced product orally and in writing;

### Geography

- USI.2 The student will ~~use~~ interpret maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
  - locate and describe ~~the location of the~~ major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
  - locate ~~and identify the~~ major water features ~~and explain their importance~~ to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and
  - recognize key geographic features on maps, diagrams, and/or photographs.

## Exploration to Revolution: Pre-Columbian Times to the 1770s

- USI.3 The student will apply social science skills to understand ~~demonstrate knowledge of~~ how early cultures developed in North America by
- describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;
  - locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and
  - describing how the American Indians used the resources in their environment.
- USI.4 The student will apply social science skills to understand ~~demonstrate knowledge of~~ European exploration in North America ~~and West Africa~~ and West Africa by
- describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
  - describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and
  - identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- USI.5 The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
  - describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services; ~~including examples of specialization and interdependence;~~ [Moved to SOL USI.5c]
  - describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;
  - describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and
  - ~~identifying~~ explaining the political and economic relationships between the colonies and Great Britain.

## Revolution and the New Nation: 1770s to the Early 1800s

- USI.6 The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes and results of the American Revolution by
- ~~identifying~~ explaining the issues of dissatisfaction that led to the American Revolution;
  - ~~identifying~~ describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
  - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry; and
  - explaining reasons why the colonies were able to defeat Great Britain.

- USI.7 The student will apply social science skills to understand ~~demonstrate knowledge of~~ the challenges faced by the new nation by
- ~~identifying~~ explaining the weaknesses and the resulting outcomes of the government established by the Articles of Confederation;
  - describing the historical development of the Constitution of the United States; and
  - describing the major accomplishments of the first five presidents of the United States.

### **Expansion and Reform: 1801 to 1861**

- USI.8 The student will apply social science skills to understand ~~demonstrate knowledge of~~ westward expansion and reform in America from 1801 to 1861 by
- describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
  - ~~identifying~~ explaining how the geographic and economic factors ~~that~~ influenced the westward movement of settlers;
  - explaining the impact of westward expansion on American Indians;
  - describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive on life in America; and
  - ~~identifying~~ explaining the main ideas of the abolitionist and women's suffrage movements.

### **Civil War: 1861 to 1865**

- USI.9 The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes, major events, and effects of the Civil War by
- describing the cultural, economic, and constitutional issues that divided the nation;
  - explaining how the issues of states' rights and slavery increased sectional tensions;
  - ~~identifying~~ locating on a map the states that seceded from the Union and those that remained in the Union;
  - describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
  - ~~using maps to explain~~ describing critical developments in the war, including the location of major battles; and
  - describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

## United States History: 1865 to the Present

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to ~~learn~~ develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War, will be examined chronologically as students This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes.

The study of history must emphasize the ~~intellectual~~ historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will ~~practice~~ apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

### Skills

- USII.1 The student will demonstrate skills for historical thinking, and geographical analysis; economic decision making and responsible citizenship, including the ability to by
- ~~analyzing~~ and interpreting artifacts and primary and secondary sources documents to increase understanding events and life in United States history from 1865 to the present;
  - ~~make connections between the past and the present~~ analyzing and interpreting geographic information to determine patterns and trends in United States history;
  - ~~sequence events from 1865 to the present~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
  - ~~interpreting ideas and events from different historical perspectives using evidence to draw conclusions and make generalizations;~~
  - ~~evaluate and debate issues orally and in writing~~ comparing and contrasting historical, cultural, and political perspectives in United States history;
  - ~~analyze and interpret maps that include major physical features~~ determining relationships with multiple causes or effects in United States history;
  - ~~use parallels of latitude and meridians of longitude to describe hemispheric location explaining connections across time and place;~~
  - ~~interpret patriotic slogans and excerpts from notable speeches and documents using a decision-making model to identify costs and benefits of a specific choice made;~~
  - ~~identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and~~
  - ~~investigating and researching to develop student-produced products orally and in writing.~~

### Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
  - explaining relationships among natural resources, transportation, and industrial development after 1865; and
  - locating the 50 states and the cities most significant to the ~~historical~~ development of the United States and explaining what makes those cities significant.

## **Reconstruction: 1865 to 1877**

- USII.3 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the effects of Reconstruction on American life ~~and how they changed the meaning of citizenship~~ by
- ~~ea)~~ analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship;
  - b) describing the impact of Reconstruction policies on the South and North; and
  - ~~ac)~~ describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

## **Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s**

- USII.4 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how life changed after the Civil War by
- ~~a)~~ identifying ~~examining~~ the reasons for westward expansion, including its impact on American Indians;
  - b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
  - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
  - d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms in response to industrialization; and
  - ~~e)~~ describing ~~evaluating and explaining~~ the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

## **Turmoil and Change: 1890s to 1945**

- USII.5 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the changing role of the United States from the late nineteenth century through World War I by
- a) explaining the reasons for and results of the Spanish American War;
  - b) describing Theodore Roosevelt’s impact on the foreign policy of the United States; and
  - c) ~~explaining~~ evaluating and explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.
- USII.6 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
  - b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
  - c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance; and
  - d) ~~identifying~~ analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.
- USII.7 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the major causes and effects of American involvement in World War II by
- a) ~~identifying~~ explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
  - b) locating and describing the major events and turning points of the war in Europe and the Pacific; and

- c) ~~describing~~ explaining and evaluating the impact of the war on the home front.

## **The United States since World War II**

- USII.8 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as a superpowers, and the establishment of the United Nations;
  - b) describing the conversion from a wartime to a peacetime economy;
  - c) ~~identifying~~ examining the role of ~~America's military and veterans~~ the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
  - d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and
  - e) ~~describing how international trade and globalization have impacted American life.~~ evaluating and explaining the impact of international trade and globalization on American life.
- USII.9 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act, and the changing role of women on all Americans;
  - b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
  - c) ~~identifying~~ analyzing how representative citizens ~~from the time period who~~ have influenced America scientifically, culturally, academically, and economically; and
  - d) ~~examining~~ evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

## Civics and Economics

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, ~~will~~ identify the rights, duties, and responsibilities of citizens, and ~~will~~ describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the U.S. economy to other types of economies and consider the government's role in the U.S. economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Civic and economic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will learn to consider their talents, aptitudes, personalities, and market demand as they explore future decisions. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

## Skills

- CE.1 The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship requires, including the ability to by
- a) analyzing and interpreting evidence from artifacts and primary and secondary sources, including charts, graphs, and political cartoons;
  - b) analyzing and interpreting geographic information to determine political and economic patterns and trends to understand change over time;
  - c) analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;
  - d) determining the accuracy and validity of information by separating fact and opinion, and recognizing bias;
  - e) constructing informed, evidence-based arguments from multiple sources;
  - f) determining multiple cause-and-effect relationships that impact political and economic events;
  - g) taking informed action to address school, community, local, state, national, and global issues;
  - h) using a decision-making model to analyze, and explain the costs and benefits of a specific choice;
  - i) applying civic virtue and democratic principles to make collaborative decisions; and
  - j) defending conclusions orally and in writing to a wide range of audiences using evidence from sources.
- ~~a) examine analyzing and interpreting artifacts and primary and secondary sources to understand political and economic trends documents;~~
- ~~b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets analyzing and interpreting geographic information to determine political and economic patterns and trends;~~
- ~~c) analyze political cartoons, political advertisements, pictures, and other graphic media interpreting charts, graphs, and pictures to determine characteristics of political and economic systems patterns and trends;~~
- ~~d) distinguish between relevant and irrelevant information evaluating sources for accuracy, credibility, bias, and propaganda;~~

- ~~e) review information for accuracy, separating fact from opinion comparing and contrasting historical, cultural, economic and political perspectives;~~
- ~~f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model determining relationships with multiple causes or effects;~~
- ~~g) formulate an informed, carefully reasoned position on a community issue explaining connections across time and place;~~
- ~~h) select and defend positions in writing, discussion, and debate, using a decision-making model to identify costs and benefits of a specific choice made;~~
- ~~i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and~~
- ~~j) investigating and researching to develop student-produced products orally and in writing.~~

- CE.2 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
  - b) ~~explaining the significance~~ examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom, and on the Constitutions of Virginia and the United States, including the Bill of Rights;
  - c) ~~identifying~~ describing the purposes for the Constitution of the United States as stated in its Preamble and evaluating how effective the statement has been through time; and
  - d) ~~identifying~~ describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
  - b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
  - c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
  - d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; and
  - e) evaluating how civic and social duties address community needs and serve the public good.
- CE.4 The student will demonstrate ~~knowledge of~~ personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
  - b) practicing courtesy and respect for the rights of others;
  - c) practicing responsibility, accountability, and self-reliance;
  - d) practicing respect for the law;
  - e) practicing patriotism;
  - f) practicing thoughtful decision making; and
  - g) practicing service to the school and/or local community.

- CE.5 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of the~~ political process at the local, state, and national levels of government by
- describing the functions of political parties;
  - comparing and contrasting the similarities and differences of political parties;
  - analyzing campaigns for elective office, with emphasis on the role of the media;
  - ~~examining~~ evaluating and explaining the role of campaign contributions and costs;
  - ~~describing~~ examining the history of and requirements for voter registration and ~~participation~~ participating in simulated local, state, and/or national elections; and
  - describing the role of the Electoral College in the election of the president and vice president;
  - ~~participating in simulated local, state, and/or national elections.~~ [Moved to SOL CE.5e]
- CE.6 The student will apply social science skills to understand the American constitutional government at the national level by
- describing the structure and powers of the national government;
  - explaining the principle of separation of powers and the operation of checks and balances;
  - explaining and/or simulating the lawmaking process; and
  - describing the roles and powers of the executive branch.
- CE.7 The student will apply social science skills to understand the American constitutional government at state level by
- describing the structure and powers of the state government;
  - explaining the relationship of state governments to the national government in the federal system;
  - explaining and/or simulating the lawmaking process; and
  - describing the roles and powers of the executive branch and regulatory boards.
- CE.8 The student will apply social science skills to understand the American constitutional government at the local level by
- describing the structure and powers of the local government;
  - explaining the relationship of local government to the state government; and
  - explaining and/or simulating the lawmaking process.
- CE.9 The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
  - describing the exercise of judicial review;
  - comparing and contrasting civil and criminal cases; and
  - explaining how due process protections seek to ensure justice.
- ~~CE.6 The student will demonstrate knowledge apply social science skills to understand of American constitutional government at the national level by~~
- ~~describing the structure and powers of the national government;~~
  - ~~explaining the principle of separation of powers and; and~~
  - ~~explaining and/or simulating the lawmaking process. [Moved to SOL CE.7d] the purpose of checks and balances;~~
  - ~~describing the roles and powers of the executive branch [Moved to SOL CE.8a – b] the reason for a federal system of government.~~

- ~~CE.7~~ The student will demonstrate knowledge apply social science skills to understand of the lawmaking body (legislative branch) in American constitutional government at the state level by
- ~~a) describing the structure and powers of the national government;~~
  - ~~b) explaining the relationship of state governments to the national government in the federal system [Moved to SOL CE.6d] the structure and powers of the state government;~~
  - ~~c) explaining and/or simulating the lawmaking process [Moved to SOL CE.7d] the structure and powers of the local government; and~~
  - ~~d) describing the roles and powers of the executive branch and regulatory boards and simulating the lawmaking process at the local, state, and national levels.~~
- ~~CE.8~~ The student will demonstrate knowledge apply social science skills to understand of the executive branch in American constitutional government by
- ~~a) describing the structure and powers of the local national government;~~
  - ~~b) explaining the relationship of local government to the state government structure and powers of the state government;~~
  - ~~c) explaining and/or simulating the lawmaking process [Moved to SOL CE.7d] the structure and powers of the local government; and~~
  - ~~d) analyzing the roles and powers of the executive branch regulatory boards.~~
- ~~CE.109~~ The student will demonstrate knowledge apply social science skills to understand of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- ~~a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;~~
  - ~~b) describing the exercise of judicial review;~~
  - ~~c) comparing and contrasting civil and criminal cases; and~~
  - ~~d) explaining how analyzing the impact of due process protections to seek and ensure justice.~~
- CE.910 The student will demonstrate knowledge apply social science skills to understand of how public policy is made at the local, state, and national levels of government by
- a) examining the impact of the media on public opinion and public policy;
  - b) describing how individuals and interest groups influence public policy; and
  - c) describing the impact of international issues and events on local decision making.
- CE.11 The student will demonstrate knowledge apply social science skills to understand of how economic decisions are made in the marketplace by
- ~~a) applying explaining that because the concepts of scarcity, consumers, producers, and governments must make choices understanding that everyone's resources, choice has an opportunity cost, price, incentives, supply and demand, [Moved to SOL CE.12a] production, and consumption; and~~
  - b) comparing and contrasting how the differences among traditional, free market, command, and mixed economies decide how to allocate their limited resources;
  - c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition. [Moved to SOL CE.12a]
- CE.12 The student will demonstrate knowledge apply social science skills to understand of the United States economy by
- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;
  - b) describing how in a market economy supply and demand determine prices;
  - ac) describing the types of business organizations and the role of entrepreneurship;

- bd) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
- ee) explaining how financial institutions channel funds from savers to borrowers; and
- df) ~~examining~~ analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

- CE.13 The student will ~~demonstrate knowledge~~ apply social science skills to understand the role of government in the United States economy by
- a) examining competition in the marketplace;
  - b) explaining how and why government provides certain goods and services;
  - c) ~~describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing~~ how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;
  - d) explaining ~~how~~ the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
  - e) describing how governments regulate to ~~the protection of~~ consumers, labor, the environment, competition in the marketplace, rights and property rights; and
  - f) ~~recognizing that government creates currency and coins and that there are additional forms of money~~ explaining the role of government currency and analyzing the purpose of a money economy.

- CE.14 The student will ~~demonstrate knowledge of~~ apply social science skills to understand personal finance and career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
  - b) identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;
  - c) identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;
  - d) examining the impact of technological change and globalization on career opportunities;
  - e) describing the importance of education to lifelong personal finances; and
  - f) ~~examining~~ analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

## World Geography

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students' understanding and applying geographic concepts and skills to their daily lives.

Geographic skills provide the necessary tools and technologies for thinking geographically. ~~These skills help people make important decisions in their daily lives, such as how to get to work and where to shop, vacation, or go to school.~~ They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

### Skills

WG.1 The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) synthesizing evidence from artifacts and primary and secondary sources to obtain geographical information about the world's countries, cities, and environments;
- b) apply the concepts of location, scale, map projection, or orientation using geographic information to determine patterns and trends to understand world regions;
- c) ~~developing and refining mental maps to interpret charts, graphs, and pictures to determine characteristics of world regions~~ creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;
- d) ~~create and compare political, physical, and thematic maps~~ evaluating sources for accuracy, credibility, bias, and propaganda;
- e) ~~analyze and explain how different cultures use~~ maps and other visual images to reflect their own interests and ambitions; compare and contrast historical, cultural, economic, and political perspectives;
- f) explaining indirect cause-and-effect relationships to understand geospatial connections;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
- j) investigating and researching to develop student-produced products orally and in writing.

WG.2 The student will analyze how ~~selected~~ physical and ecological processes shape ~~the~~ Earth's surface by

- a) ~~identifying~~ explaining regional climatic patterns and weather phenomena and their effects on people and places;
- b) describing how humans influence the environment and are influenced by it; and
- c) explaining how technology affects one's ability to modify the environment and adapt to it.

- WG.3 The student will apply the concept of a region by
- explaining how characteristics of regions have led to regional labels;
  - ~~explaining~~ describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
  - analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;
  - explaining how different cultures use maps and place names to reflect their regional perspectives; and
  - developing and refining mental maps of world regions.
- WG.4 The student will apply social science skills to evaluate the significance of natural, human, and capital resources by
- comparing the distribution of major natural resources throughout world regions;
  - showing their influence on patterns of economic activity and land use; and
  - evaluating perspectives regarding the use of resources.
- WG.4 ~~The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America [Moved to SOL WG.6] and the Caribbean, Europe, [Moved to SOL WG.7] United States and Canada, [Moved to SOL WG.5] North Africa and Southwest Asia, [Moved to SOL WG.10] Sub-Saharan Africa, [Moved to SOL WG.9] Russia and Central Asia, [Moved to SOL WG.8] South Asia, Southeast Asia, [Moved to SOL WG.11] East Asia, [Moved to SOL WG.12] Australia and the Pacific Islands, [Moved to SOL WG.13] and Antarctica.~~
- WG.5 The student will analyze the characteristics of the regions of the United States, and Canada, ~~and the Caribbean~~ [Moved to SOL WG.6] by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
  - describing major physical and environmental features;
  - explaining important economic characteristics; and
  - recognizing cultural influences and landscapes.
- WG.6 The student will analyze the characteristics of the Latin American and the Caribbean region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
  - describing major physical and environmental features;
  - explaining important economic characteristics; and
  - recognizing cultural influences and landscapes.
- WG.7 The student will analyze the characteristics of the European region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;;
  - describing major physical and environmental features;
  - explaining important economic characteristics; and
  - recognizing cultural influences and landscapes.
- WG.8 The student will analyze the characteristics of the Russian and Central Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
  - describing major physical and environmental features;
  - explaining important economic characteristics; and

d) recognizing cultural influences and landscapes.

- WG.9 The student will analyze the characteristics of the Sub-Saharan Africa region by  
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;  
b) describing major physical and environmental features;  
c) explaining important economic characteristics; and  
d) recognizing cultural influences and landscapes.

- WG.10 The student will analyze the characteristics of the North African and Southwest Asian regions by  
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;  
b) describing major physical and environmental features;  
c) explaining important economic characteristics; and  
d) recognizing cultural influences and landscapes.

- WG.11 The student will analyze the characteristics of the South and Southeast Asian regions by  
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;  
b) describing major physical and environmental features;  
c) explaining important economic characteristics; and  
d) recognizing cultural influences and landscapes.

- WG.12 The student will analyze the characteristics of the East Asian region by  
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;  
b) describing major physical and environmental features;  
c) explaining important economic characteristics; and  
d) recognizing cultural influences and landscapes.

- WG.13 The student will analyze the characteristics of the Australian and Pacific Islands regions by  
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;  
b) describing major physical and environmental features;  
c) explaining important economic characteristics; and  
d) recognizing cultural influences and landscapes.

- WG.514 The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population ~~in terms of settlement patterns and the location of natural and capital resources.~~ by
- a) examining demographic data to determine the relative level of development;  
b) distinguishing between developed and developing countries; and  
c) comparing and contrasting the level of economic development to the standard of living and quality of life.

- WG.615 The student will apply social science skills to analyze past and present trends in human migration and cultural ~~interaction diffusion as they are influenced by social, economic, political, and environmental factors~~ by
- a) determining how they are influenced by social, economic, political, and environmental factors; and

- b) determining how they influence the current human characteristics of places and regions.
- ~~WG.7~~ The student will identify types of natural, human, and capital resources and explain their significance by
- ~~a) showing their influence on patterns of economic activity and land use; [Moved to SOL WG.4a]~~
  - ~~b) evaluating perspectives and consequences regarding the use of resources. [Moved to SOL WG.4c]~~
- ~~WG.8~~ The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life. [Moved to SOL WG.14b]
- ~~WG.11~~16 The student will apply social science skills to analyze the patterns of urban development by
- applying the concepts of site and situation to major cities in each region;
  - explaining how the functions of towns and cities have changed over time; and
  - describing the unique influence of urban areas and ~~some~~ challenges they face.
- ~~WG.9~~17 The student will apply social science skills to analyze the ~~global patterns and networks of economic interdependence~~ impact of globalization by
- identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
  - describing ways that economic and social interactions ~~have changed~~ over time; and
  - mapping, describing, and evaluating ~~the formation of~~ economic unions.
- ~~WG.10~~18 The student will apply social science skills to analyze how ~~the~~ forces of conflict and cooperation affect the division and control of ~~the~~ Earth's surface by
- explaining and ~~analyzing~~ evaluating reasons for the creation of different political divisions; and
  - ~~analyzing~~ describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.
- ~~WG.12~~ The student will apply geography to interpret the past, understand the present, and plan for the future by
- ~~using geographic knowledge, skills, and perspectives to analyze problems and make decisions; [Moved to SOL WG.1]~~
  - ~~relating current events to the physical and human characteristics of places and regions. [Moved to SOL WG.17]~~

## World History and Geography to 1500 A.D. (C.E.)

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

### Skills

- WHI.1 The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, and geographical analysis, economic decision making, and responsible citizenship by
- ~~identifying, analyzing, and interpreting~~ synthesizing evidence from artifacts and primary and secondary sources to make generalizations obtain information about events ~~and life~~ in world history ~~to 1500 A.D. (C.E.);~~
  - ~~using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.)~~ geographic information to determine patterns and trends to understand world history;
  - ~~identifying major geographic features important to the study of~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history ~~to 1500 A.D. (C.E.);~~
  - ~~identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.)~~ evaluating sources for accuracy, credibility, bias, and propaganda;
  - ~~analyzing trends in human migration and cultural interaction~~ comparing and contrasting historical, cultural, economic, and political perspectives in world history from prehistory to 1500 A.D. (C.E.);
  - ~~analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems;~~ explaining how indirect cause-and-effect relationships impacted on people, places, and events in world history to 1500 A.D. (C.E.);
  - ~~analyzing multiple connections across time and place;~~
  - ~~using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;~~
  - ~~identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and~~
  - ~~investigating and researching to develop student-produced products orally and in writing.~~

## Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.2 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the Paleolithic Era to the agricultural revolution by
- ~~explaining the impact of geographic environment on hunter-gatherer societies;~~
  - ~~listing~~ describing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - ~~describing~~ analyzing how technological and social developments ~~advancements that gave rise to stable~~ sedentary communities; and
  - ~~explaining~~ analyzing how archaeological discoveries are changing ~~present-day~~ current knowledge understanding of early ~~peoples~~ societies.

- WHI.3 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, ~~and~~ Phoenicians, and Nubians, by
- locating these civilizations in time and place and describing their major geographic features;
  - describing the development of social, political, and economic patterns, including slavery;
  - explaining the development and interactions of religious traditions;
  - describing the origins, beliefs, traditions, ~~customs~~ practices, and spread of Judaism; and
  - explaining the development of language and writing.

## **Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)**

- WHI.4 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- ~~describing~~ locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;
  - ~~describing~~ locating India in time and place, including its origins, and early development and Aryan migrations with emphasis on the Aryan migrations and the caste system;
  - describing the origins, beliefs, traditions, customs, and spread of Hinduism;
  - describing the origins, beliefs, traditions, customs, and spread of Buddhism;
  - ~~describing~~ locating China in time and place, including with emphasis on the development of an empire and the construction of the Great Wall; and
  - describing the impact of Confucianism, Taoism, and Buddhism.
- WHI.5 The student will ~~demonstrate knowledge~~ apply social science skills to understand of ancient Greece in terms of its impact on Western civilization by
- ~~assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies~~ locating Greek civilizations in time and place and describing their major geographic features;
  - ~~describing Greek mythology and religion~~ the social and religious structure of ancient Greece;
  - ~~identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city states of Athens and Sparta~~ describing the cultural development of Athens and Sparta with emphasis on the significance of citizenship and the development of democracy;
  - ~~evaluating the significance of the Persian and Peloponnesian wars~~ the political and economic development of Greece with emphasis on the Persian and the Peloponnesian wars;
  - ~~characterizing life in Athens during the Golden Age of Pericles~~ evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and
  - citing and explaining the contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
  - ~~explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.~~ [Moved to SOL WHI.5e]

- WHI.6 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- ~~assessing the influence of geography on Roman economic, social, and political development~~ locating Roman civilizations in time and place and describing their major geographic features;
  - ~~describing Roman mythology and religion~~ the social and religious structure of Rome;
  - ~~explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic~~ describing the cultural and political social structure and cultural development of the Roman Republic;
  - ~~sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas~~ describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;
  - ~~assessing the impact of military conquests on the army, economy, and social structure of Rome~~ describing and evaluating the political structure of the Roman Empire ~~Republic~~ under the rule of Augustus Caesar;
  - ~~assessing roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs~~ the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and
  - ~~explaining the economic, social, and political impact of the Pax Romana~~ evaluating the fall of the Western Roman Empire ~~Republic~~ and the Germanic invasions.
  - ~~describing the origin, beliefs, traditions, customs, and spread of Christianity;~~ [Moved to SOL WHI.7a]
  - ~~explaining the development and significance of the Church in the late Roman Empire;~~ [Moved to SOL WHI.7b]
  - ~~listing contributions in art and architecture, technology and science, medicine, literature and history, language, [WHI.6c] religious institutions, and law;~~ [Moved to SOL WHI.7c]
  - ~~citing the reasons for the decline and fall of the Western Roman Empire.~~ [Moved to SOL WHI.6g]

- WHI.7 The student will apply social science skills to understand the development of Christianity by
- describing the origins, beliefs, traditions, practices, and spread of Christianity in time and place;
  - explaining the unifying role of the Church in Europe after the collapse of Rome; and
  - sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

### **Era III: Postclassical Civilizations, 300 to 1000 A.D. (C.E.)**

- WHI.78 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Byzantine Empire and ~~Russia~~ eastern Europe from about 300 to 1000 A.D. (C.E.) by
- ~~explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;~~
  - ~~explaining locating and describing the Byzantine Empire in time and place and the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire;~~
  - ~~identifying~~ describing Justinian and his contributions, including the codification of Roman law, and ~~describing~~ the expansion of the Byzantine Empire and economy;
  - characterizing the role Byzantine art and architecture ~~and played in~~ the preservation of Greek and Roman traditions;
  - explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and

- e) ~~mapping and assessing~~ analyzing and explaining the impact influence of the Byzantine culture influence and trade on Russia and Eastern Europe.

WHI.89 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the Islamic civilization from about 600 to 1000 A.D. (C.E.) by

- a) describing the origin, location, beliefs, traditions, customs practices, and spread of Islam with emphasis on the Sunni Shi'a division and the Battle of Tours;  
b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and  
c) ~~identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni Shi'a division and the Battle of Tours;~~ [Moved to SOL WHI.9a]  
d) explaining the cultural and scientific contributions and achievements of Islamic civilization.

WHI.910 The student will ~~demonstrate knowledge~~ apply social science skills to understand of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

- a) ~~sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe~~ locating and describing the societies of Western Europe during the Middle Ages in time and place and on the establishment of Constantinople as the capital of the Eastern Roman Empire [Moved to WHI.8a];  
b) ~~explaining the structure of feudal society and its economic, social, and political effects~~ describing the social, religious, and cultural development of the Franks with emphasis on the Age of Charlemagne;  
c) ~~explaining the rise of Frankish kings, the Age of Charlemagne,~~ [Moved to SOL WHI.10b] and the revival of the idea of the Roman Empire explaining the social, religious and cultural development of the Magyars and Anglo-Saxons;  
d) ~~sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars,~~ [Moved to SOL WHI.10c] and Vikings. describing the social, religious, and culture patterns of the Vikings; and  
e) evaluating and explaining the development of feudalism and the manor system.

#### **Era IV: Regional Interactions, 1000 to 1500 A.D. (C.E.)**

WHI.1011 The student will ~~demonstrate knowledge~~ apply social science skills to understand the civilizations and empires of Asia the Eastern Hemisphere and their interactions through regional trade patterns by with emphasis on Japan, and China, east and west Africa by

- a) locating and explaining major global and regional trade routes;  
b) ~~identifying~~ explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;  
c) ~~describing explaining Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and~~  
d) ~~describing east African kingdoms of Axum and Zimbabwe, and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion~~ [Moved to SOL WHI.12] evaluating the impact of the Mongol Empire throughout Asia.

WHI.12 The student will investigate civilizations and empires of Africa with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by

- a) locating early civilizations and kingdoms in time and place and describing major geographic features;
- b) explaining the development of social, political, economic, religious, and cultural patterns of each region; and
- c) evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence.

WHI.1413The student will demonstrate knowledge apply social science skills to understand of the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by

- a) describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features locating early civilizations in time and place and describing major geographic features;
- b) describing cultural patterns and political and economic structures. explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and
- c) evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence.

WHI.1214The student will demonstrate knowledge apply social science skills to understand of the social, economic, and political changes and cultural achievements in the high and late medieval periods by

- a) describing the emergence of nation-states centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;
- b) explaining conflicts among Eurasian powers across Europe and Asia, including the Crusades, the Mongol conquests, and the fall of Constantinople;
- c) identifying explaining patterns of crisis and recovery related to the Black Death (Bubonic plague); and
- d) explaining evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

WHI.1315The student will demonstrate knowledge apply social science skills to understand of the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) identifying determining the economic and cultural foundations of the Italian Renaissance;
- b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
- c) citing the contributions of artists writers and philosophers of the Renaissance artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and
- d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.

## World History and Geography: 1500 A.D. (C.E.) to the Present

These standards enable students to examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on ~~Western Europe~~ development of the modern world. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

~~Although~~ The study of history rests on knowledge of dates, names, places, events, and ideas, ~~Historical~~ understanding, however, requires students to engage in historical thinking, to raise questions, and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. ~~These skills are developed through the study of significant historical substance from the era or society being studied.~~ Students will apply these social science skills to engage in their exploration of the global challenges of the twenty-first century.

### Skills

- WHII.1 The student will ~~improve~~ demonstrate skills ~~in~~ for ~~historical research thinking, and geographical analysis, economic decision making, and responsible citizenship~~ by
- ~~identifying, analyzing, and interpreting~~ synthesizing ~~evidence from artifacts and primary and secondary sources to make generalizations~~ obtain information about events and life in world history since 1500 A.D. (C.E.);
  - ~~using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past since 1500 A.D. (C.E.)~~ geographic information to determine patterns and trends in world history;
  - ~~identifying major geographic features important to the study of~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history to 1500 A.D. (C.E.);
  - ~~identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present~~ evaluating sources for accuracy, credibility, bias, and propaganda;
  - ~~analyzing trends in human migration and cultural interaction~~ comparing and contrasting historical, cultural, economic, and political perspectives in world history from prehistory to 1500 A.D. (C.E.);
  - ~~analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, explaining how indirect cause-and-effect relationships impact on people, places, and events in world history to 1500 A.D. (C.E.)~~ to the present;
  - ~~analyzing multiple connections across time and place;~~
  - ~~using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;~~
  - ~~identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and~~
  - ~~investigating and researching to develop student-produced products orally and in writing.~~

- WHII.2 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- locating major states and empires;
  - describing artistic, literary, and intellectual ideas of the Renaissance;
  - describing the distribution of major religions;
  - analyzing major trade patterns; and
  - citing major technological and scientific exchanges in the Eastern Hemisphere.

### **Era V: Emergence of a Global Age, 1500 to ~~1650~~ 1800 A.D. (C.E.)**

- WHII.3 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
  - describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; and
  - describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

- WHII.4 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the impact of the European Age of ~~Discovery~~ Exploration and expansion into the Americas, Africa, and Asia [Moved to WHII.4b] by
- ~~explaining the roles and economic motivations of explorers and conquistadors~~ the political and economic goals of European exploration and colonization;
  - ~~describing the influence of religion~~ the geographic expansion into Africa, Asia, and the Americas;
  - ~~explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas~~ comparing and contrasting the social and cultural influences of European settlement on Africa, Asia and the Americas;
  - ~~describing the Columbian Exchange, including its impact on native populations~~ [Move to Curriculum Framework] analyzing how competition for colonies changed the economic system of Europe; and
  - ~~mapping and explaining the triangular trade~~ [Move to Curriculum Framework] defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.
  - ~~describing the impact of precious metal exports from the Americas.~~ [Moved to SOL WHII.4d]

- WHII.5 The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by
- locating European nations and their empires in time and place and identifying major geographic features of Europe;
  - describing the development of social and cultural patterns in the Hapsburg empire with emphasis on Charles V;
  - describing the development of social and cultural patterns in France with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;
  - describing the development of social and cultural patterns in Great Britain with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;
  - explaining the causes and effects of the American and French Revolutions;
  - describing the development of social and cultural patterns in the German states;
  - describing the development of social and cultural patterns in the Italian states; and

h) describing the development of social and cultural patterns in Russia with emphasis on Peter the Great.

WHII.56 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by

- a) locating Asian empires in time and place and identifying major geographic features;
- a**b**) describing the location and development of social and cultural patterns of the Ottoman Empire;
- b**c**) describing the location and development of social and cultural patterns of India, with emphasis on the Mughal Empire and coastal trade;
- ed) describing the location and development of social and cultural patterns of China, including with emphasis on the Qing (Manchu) dynasty and the Japanese shogunate; [Moved to SOL WHII.6e]
- de) describing ~~Africa and its increasing involvement in global trade;~~ [Moved to SOL WHII.7] the location and development of social and cultural patterns of Japan, including with emphasis on the Japanese shogunate; and
- ef) ~~describing the growth of European nations, including the Commercial Revolution and mercantilism~~ comparing and contrasting the political and economic systems of Asian empires.

WHII.7 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa between about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by

- a) locating major societies in Africa in time and place and identifying major geographic features;
- b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;
- c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and
- d) explaining the development of political and economic systems in African societies.

## **Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.) and Imperialism**

~~WHII.6~~ The student will demonstrate knowledge of the scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- ~~a) describing the Scientific Revolution and its effects; [Moved to SOL WHII.4e]~~
- ~~b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great; [Moved to SOL WHII.5c]~~
- ~~e) assessing the impacts of the English Civil War and the Glorious Revolution on democracy; [Moved to SOL WHII.5d]~~
- ~~d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States; [Moved to SOL WHII.5c]~~
- ~~e) describing the French Revolution; [Moved to SOL WHII.5e]~~
- ~~f) describing the expansion of the arts, philosophy, literature, and new technology.~~

- WHII.8 The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by
- a) explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
  - b) analyzing the effects of the Industrial Revolution on society and culture with emphasis on the evolution of the nature of work and the labor force, including its effects on families, the status of women and children;
  - c) describing how industrialization affected economic and political systems in Europe with emphasis on the slave trade and the labor union movement;
  - d) assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;
  - e) explaining the events related to the unification of Italy and the role of Italian nationalism; and
  - f) explaining the events related to the unification of Germany and the role of Bismarck.
- ~~WHII.79 The student will demonstrate knowledge apply social science skills to understand of the Latin American revolutions of the nineteenth century global interactions between 1800 to about 1900 by~~
- a) ~~describing the colonial system as it existed by 1800 locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;~~
  - b) ~~locating Latin America, explaining the causes and effects of the revolutions with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America;~~
  - c) ~~describing the political and social challenges faced by Latin American nations with emphasis on the Monroe Doctrine;~~
  - ed) ~~explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;~~ [Moved to SOL WHII.9b] assessing the European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and
  - de) ~~assessing the impact of the Monroe Doctrine.~~ [Moved to SOL WHII.9c] analyzing the relationship between industrialization, imperialism, and nationalism.
- ~~WHII.8 The student will demonstrate knowledge of the political and philosophical developments in Europe during the nineteenth century by~~
- a) ~~assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;~~ [Moved to SOL WHII.8d]
  - b) ~~describing unsuccessful revolutions on the continent and political reform in the United Kingdom;~~
  - e) ~~explaining events related to the unification of Italy and the role of Italian nationalists;~~ [Moved to WHII.8e]
  - d) ~~explaining events related to the unification of Germany and the role of Bismarck.~~ [Moved to SOL WHII.8f]

- ~~WHII.9~~ The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- ~~a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes; [Moved to SOL WHII.8b]~~
  - ~~b) explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism; [Moved to SOL WHII.8a]~~
  - ~~c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement; [Moved to WHII.8c]~~
  - ~~d) explaining the rise of industrial economies and their link to imperialism and nationalism; [Moved to WHII.9e]~~
  - ~~e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples. [WHII.9d]~~

### **Era VII: Era of Global Wars, 1914 to 1945 The Modern Era**

- ~~WHII.10~~ The student will demonstrate knowledge apply social science skills to understand of the World War I and its worldwide impact by
- ~~a) explaining economic causes, and political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;~~
  - ~~b) describing the location of major battles and the role of new technologies;~~
  - ~~b) explaining the outcomes and global effect of the war and analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations with emphasis on the mandate system;~~
  - ~~c) citing causes and consequences of the Russian Revolution;~~
  - ~~c) analyzing and explaining the cultural shifts in the United States and Europe following the war;~~
  - ~~d) explaining the causes and assessing the impact of worldwide depression in the 1930s; and~~
  - ~~d) examining the rise of totalitarianism.~~
- ~~WHII.11~~ The student will demonstrate knowledge of the political, economic, social, and cultural developments during the Interwar Period by
- ~~a) describing the League of Nations and the mandate system; [Moved to SOL WHII.10c]~~
  - ~~b) citing causes and assessing the impact of worldwide depression in the 1930s; [Moved to SOL WHII.10f]~~
  - ~~c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo. [Moved to SOL ~~WHII.10e~~ Included in WHII.10f and WHII.11b]~~
- ~~WHII.12~~<sup>11</sup> The student will demonstrate knowledge apply social science skills to understand of the worldwide impact of World War II by
- ~~a) explaining the major causes of the war;~~
  - ~~a) explaining economic and political causes, describing major events, and identifying the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;~~
  - ~~b) describing the major events, including major battles and the role of new technologies;~~
  - ~~b) examining the Holocaust and other examples of genocide in the twentieth century; and~~

- ee) ~~explaining~~ examining the effects of the war with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

### **Era VIII: The Post War Period, 1945 to the Present**

WHII.1312 ~~The student will demonstrate knowledge of the~~ apply social science skills to understand of the ~~conflicts during major events in~~ the second half of the twentieth century by

- ~~explaining key events of the~~ causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- ~~assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945~~ [Move to Curriculum Framework] describing the major leaders and events of the Cold War, including the location of major conflicts;
- ~~describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and~~
- ~~describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, examining the political and economic shifts that led to the end of the Cold War with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan Deng Xiaoping.~~

WHII.1413 ~~The student will demonstrate knowledge of the~~ apply social science skills to understand of the political, economic, social, and cultural aspects of independence movements and development efforts by

- ~~describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;~~
- ~~describing Africa's achievement of independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; and~~
- ~~describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.~~

WHII.1614 ~~The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world~~ apply social science skills to understand the global changes during the early twenty-first century by

- ~~identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;~~
- ~~assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom link between economic and political freedom;~~
- ~~describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and~~
- ~~analyzing the increasing impact of terrorism.~~

WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- describing their beliefs, sacred writings, traditions, and customs;
- locating the geographic distribution of religions in the contemporary world.

- ~~WHI.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by~~
- ~~a) describing their beliefs, sacred writings, traditions, and customs;~~
  - ~~b) locating the geographic distribution of religions in the contemporary world.~~

## Virginia and United States History

The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While ~~focusing~~ continuing to focus on political, geographic and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. Students should use historical and geographical analysis These skills will support the investigation and evaluation of to explore in-depth the fundamental political principles, events, people, and ideas that developed and fostered our national American identity and led to our country's prominence in world affairs.

The study of history must emphasize the ~~intellectual~~ historical thinking skills required for responsible citizenship, geographic analysis, and economic decision making. Students will continue to develop and apply practice these skills as they extend their understanding of the essential knowledge defined by the standards for history and social science.

### Skills

#### VUS.1

- The student will demonstrate skills for historical thinking, and geographical analysis, economic decision making, and responsible citizenship, including the ability to by
- identify, analyze, and interpret synthesizing evidence from artifacts and primary and secondary sources documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to obtain information about increase understanding of events and life in the Virginia and United States history;
  - evaluate the authenticity, authority, and credibility of sources using geographic information to determine patterns and trends in Virginia and United States history;
  - formulate historical questions and defend findings, based on inquiry and interpretation interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
  - develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American constructing arguments using evidence from multiple sources;
  - communicate findings orally and in analytical essays or comprehensive papers comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
  - develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled explaining how indirect cause-and-effect relationships impact people, places, and events in United States history;
  - apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time analyzing multiple connections across time and place;
  - interpret the significance of excerpts from famous speeches and other documents using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
  - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
  - investigating and researching to develop student-produced products orally and in writing.

## Early America: Settlement and Colonization

- VUS.2 The student will ~~describe how~~ apply social science skills to understand of the impact of the Age of Exploration by
- describing the characteristics of early European exploration and colonization resulted in evaluating the impact of European settlement in the Americas; and
  - analyzing the cultural interactions among American Indians, Europeans, and Africans, and American Indians.
- VUS.3 The student will ~~describe how the values and institutions of~~ apply social science skills to understand early European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas. colonization by
- evaluating the economic characteristics of the colonies;
  - analyzing how social and political factors impacted the culture of the colonies; and
  - explaining the impact of the development of indentured servitude and slavery in the colonies.

## Revolution and the New Nation

- VUS.4 The student will ~~demonstrate knowledge~~ apply social science skills to understand of the issues and events and issues of leading to and during the Revolutionary Period by
- analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence [Moved to SOL VUS.4e] describing the results of the French and Indian War;
  - evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy [Moved to SOL VUS.4e] evaluating how political ideas of the Enlightenment helped shape American politics;
  - ~~describing the~~ explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;
  - analyzing reasons for the competing factors that led to colonial victory in the Revolutionary War; and
  - evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.
- VUS.5 The student will ~~demonstrate knowledge~~ apply social science skills to understand the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by development of the American political system by
- ~~explaining the origins of the Constitution, including the Articles of Confederation~~ examining founding documents to explore the development of American constitutional government with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
  - ~~identifying~~ describing the major compromises necessary to produce the Constitution of the United States, and with emphasis on the roles of James Madison and George Washington;
  - ~~examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights; [Moved to SOL VUS.5a]~~
  - ~~c)~~ assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today to defend the principles and issues that led to the development of political parties; and
  - ~~ed)~~ appraising evaluating the impact of how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

## **Expansion and Reform: 1788 to 1860**

- VUS.6 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of the major events in Virginia and United States history from during the last decade of the eighteenth century through the first half of the nineteenth century by~~
- a) ~~explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;~~ [Moved to SOL VUS.5c]
  - ba) ~~identifying the economic, political, and geographic factors that led to~~ explaining territorial expansion and its impact on the American Indians;
  - b) describing the political results of territorial expansion;
  - c) ~~examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation~~ assessing the political and economic changes that occurred during this period with emphasis on James Madison and the War of 1812;
  - d) ~~relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics~~ analyzing the social and cultural changes during the period with emphasis on “the age of the common man” (Jacksonian Era);
  - e) ~~describing~~ evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;
  - f) explaining how Manifest Destiny and President Polk’s policies impacted the nation; and
  - g) evaluating and explaining the multiple causes and compromises leading to the Civil War including the role of the institution of slavery.

## **Civil War and Reconstruction: 1860 to 1877**

- VUS.7 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of the Civil War and Reconstruction Era and their importance~~ significance as major turning points in American history by
- a) ~~evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict~~ [Moved to SOL VUS.6g] describing major events and the roles of key leaders of the Civil War Era with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
  - b) ~~identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass~~ [Moved to SOL VUS.7a] evaluating and explaining the significance and development of Abraham Lincoln’s leadership and his political statements including the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;
  - c) ~~analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address~~ [Moved to SOL VUS.7b] evaluating and explaining the impact of the war on Americans, with emphasis on Virginia, African Americans, the common soldier, and the home front;
  - de) ~~examining~~ evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
  - e) ~~examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;~~ [Moved to SOL VUS.7c]
  - fd) explaining evaluating postwar contributions Reconstruction plans presented by ~~of~~ key leaders of the Civil War; and

## **Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s Industrialization**

- VUS.8 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- ~~explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States, explaining the westward movement of the population in the United States with emphasis on the growth and development of cities, [Moved to VUS.8e]~~ the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;
  - ~~describing the~~ analyzing the factors that transformationed ~~of~~ the American economy from a ~~primarily agrarian to a modern industrial economy and identifying and explaining how~~ major inventions ~~such as the railroad that improved~~ transformed life in the United States including the emergence of leisure activities;
  - ~~examining the contributions of new immigrants and evaluating the challenges they faced including anti-immigration legislation;~~
  - ~~analyzing the impact of prejudice and discrimination during this time period, with emphasis on including “Jim Crow” laws, and the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;~~
  - ~~identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement. [Moved to SOL VUS.8f]~~ evaluating and explaining the social and cultural impact of industrialization including rapid urbanization; and
  - ~~evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.~~

## **Emergence of Modern America and World Conflicts**

- VUS.9 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by
- ~~explaining the changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets with emphasis on the impact of the Spanish-American War;~~
  - ~~evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.; [Moved to SOL VUS.9c] and~~
  - ~~evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.~~
- VUS.10 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ key ~~domestic events of~~ during the 1920s and 1930s by
- ~~analyzing how radio, movies, newspapers, and magazines created popular culture evolved and challenged traditional values;~~
  - ~~assessing and explaining the economic causes and consequences of the stock market crash of 1929;~~
  - ~~explaining the causes of the Great Depression and its impact on the American people; and~~
  - ~~describing~~ evaluating and explaining how Franklin D. Roosevelt’s New Deal ~~relief, recovery, and reform~~ measures addressed the Great Depression and expanded the government’s role in the economy.

## **Conflict: The World at War: 1939 to 1945**

VUS.11 The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ World War II by

- a) ~~analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and, the Japanese attack on Pearl Harbor, and the American response;~~
- b) ~~describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan [Moved to SOL VUS.11c]~~ key leaders of the European theater;
- c) ~~describing the role of all minority military units, including the Tuskegee Airmen and Nisei regiments and locating [Moved to SOL VUS.11d]~~ the major battles and key leaders of the Pacific theater;
- d) ~~examining the Geneva Convention and the treatment of prisoners of war during World War II; [Moved to SOL VUS.11f]~~ evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments), and the contribution of media, minorities, and women to the war effort;
- e) ~~analyzing the Holocaust (Hitler's "final solution"), and its impact on Jews and other groups, and the postwar trials of war criminals; and~~
- f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

~~VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by~~

- ~~a) explaining how the United States mobilized its economic, human, and military resources; [Moved to SOL VUS.11d]~~
- ~~b) describing the contributions of women and minorities to the war effort; [Moved to SOL VUS.11d]~~
- ~~c) explaining the internment of Japanese Americans during the war; [Moved to SOL VUS.11f]~~
- ~~d) describing the role of media and communications in the war effort. [Moved to SOL VUS.11d]~~

## **The United States since World War II**

VUS.13~~12~~The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States' foreign policy ~~since World War II~~ during the Cold War Era by

- a) ~~describing outcomes of World War II, including locating and explaining the political boundary changes, the formation of the United Nations, and the Marshall Plan;~~
- b) ~~explaining the origins and early development of the Cold War, and how it changed American foreign policy with emphasis on describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, [Moved to SOL VUS.12d] and the role of the North Atlantic Treaty Organization (NATO) in Europe; [Moved to SOL VUS.12c]~~
- c) ~~explaining the role of America's military and veterans in defending freedom during the Cold War~~ analyzing the efforts of the United States to protect Western Europe including the role of NATO;
- d) analyzing the changing role of the United States in Asia including Korea, Vietnam, and China;

- ~~de) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy~~ [Moved to SOL VUS.12g] evaluating and explaining how policy changes impacted the United States' relationships in Latin America;
- ~~ef) explaining the impact of presidents of the United States since 1988 on foreign policy~~ [Moved to SOL VUS.13e] analyzing the domestic impact of the Cold War; and
- ~~g) evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.~~

~~VUS.1413~~ The student will demonstrate knowledge of apply social science skills to understand the social, political, and cultural movements and changes in the United States Civil Rights movements of the 1950s and 1960s by during the second half of the twentieth century by

- ~~a) explaining the factors that led to United States expansion;~~
- ~~ab) identifying evaluating and explaining the importance impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded;~~
- ~~bc) describing explaining how the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965, and the Americans with Disabilities Act had an impact on all Americans;~~
- ~~d) analyzing changes in immigration policy and the impact of increased immigration;~~
- ~~e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;~~
- ~~f) explaining how scientific and technological advances altered American lives; and~~
- ~~g) evaluating and explaining the changes that occurred in American culture.~~

VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

- a) assessing the development and changes in domestic policies with emphasis on the impact of the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
- b) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism with emphasis on the American response to 9/11(September 11, 2001);
- c) evaluating the evolving and changing role of government and its role in the American economy; and
- d) explaining the scientific and technological changes and evaluating their impact on American culture.

~~VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by~~

- ~~a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law; [Moved to SOL VUS.13d] [ VUS.14a]~~
- ~~b) analyzing the changing patterns of immigration, the reasons why new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy; [Moved to SOL VUS.14a] [Moved to SOL VUS.13d]~~
- ~~c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education; [Moved to SOL VUS.14d]~~
- ~~d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988; [Moved to SOL VUS.13e]~~

- e) ~~assessing the role of government actions that impact the economy;~~ [Moved to SOL VUS.14c]
- f) ~~assessing the role of the United States in a world confronted by international terrorism.~~ [Moved to SOL VUS.14b]

## Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation characteristics of the United States market economy. The standards identify emphasize an understanding of the duties and responsibilities the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The standards also reflect the evolving political and economic role of Virginia and the United States in the global community.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students will practice apply these skills as they extend their understanding of the essential knowledge defined by the standards for Virginia and United States Government.

### Skills

- GOVT.1 The student will demonstrate mastery of the social studies skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship requires, including the ability to by
- a) planning inquiries by synthesizing information from artifacts and diverse primary and secondary sources;
  - b) analyzing geographic information to determine political and economic trends and understand both the influence of time and location;
  - c) comparing and contrasting historical, cultural, economic, and political perspectives;
  - d) critically evaluating the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
  - e) constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
  - f) explaining how cause-and-effect relationships impact political and economic events;
  - g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
  - h) using a decision-making model to analyze the costs and benefits of a specific choice considering incentives and possible consequences;
  - i) applying civic virtues and democratic principles to make collaborative decisions; and
  - j) communicating conclusions orally and in writing, to a wide range of audiences using evidence from multiple sources and citing specific sources.
- 
- a) ~~analyze synthesizing evidence from artifacts and primary and secondary sources documents to understand political and economic trends;~~
  - b) ~~create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets using geographic information to determine political and economic trends;~~
  - e) ~~analyze political cartoons, political advertisements, pictures, and other graphic media interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and the United States using geographic information to determine political and economic patterns and trends;~~
  - d) ~~distinguish between relevant and irrelevant information constructing arguments using evidence from multiple sources;~~
  - e) ~~evaluate information for accuracy, separating fact from opinion comparing and contrasting historical cultural, economic, and political perspectives;~~

- ~~f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model explaining how indirect cause and effect relationships impact political and economic events;~~
- ~~g) select and defend positions in writing, discussion, and debate analyzing multiple connections across time and place;~~
- ~~h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;~~
- ~~i) identifying rights and responsibilities of citizenship and ethical use of material and intellectual property; and~~
- ~~j) investigating and researching to develop student-produced products orally and in writing.~~

GOVT.2 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by

- a) describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic;
- b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
- c) ~~examining~~ evaluating the writings of Hobbes, Locke, and Montesquieu;
- d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
- e) analyzing the natural rights philosophies expressed in the Declaration of Independence; and
- f) ~~examining~~ evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) ~~recognizing majority rule and minority rights;~~ what defines a citizen and how noncitizens can become citizens;
- d) ~~recognizing the necessity of compromise;~~ majority rule and minority rights;
- e) ~~recognizing the freedom of the individual;~~ the necessity of compromise; and
- f) recognizing the freedom of the individual.

GOVT.4 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the Constitution of the United States by

- a) examining the ratification debates and *The Federalist*;
- b) ~~identifying~~ evaluating the purposes for government stated in the Preamble;
- c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
- d) ~~illustrating~~ defining the structure of the national government outlined in Article I, Article II, and Article III; and
- e) ~~describing~~ analyzing and explaining the amendment process.

GOVT.5 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal system of government described in the Constitution of the United States by

- a) ~~explaining~~ evaluating the relationship ~~of~~ between the state government ~~to~~ and the national government;

- b) ~~describing~~ examining the extent to which power is shared;
- c) identifying the powers denied state and national governments; and
- d) ~~examining~~ analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.6 The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by

- a) ~~describing the nomination and election process, including the organization, and evolving role; and constituencies of political parties;~~
- b) ~~describing the nomination and election process;~~ [Moved to SOL GOVT.6a] examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;
- c) ~~examining campaign funding and spending;~~ [Moved to SOL GOVT.6b] analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;
- d) ~~analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;~~ [Moved to SOL GOVT.6c] investigating and explaining the impact of reapportionment and redistricting on elections and governance;
- e) ~~examining the impact of reapportionment and redistricting on elections;~~ [Moved to SOL GOVT.6d] describing how amendments have extended the right to vote; and
- f) ~~identifying how amendments extend the right to vote;~~ [Moved to SOL GOVT.6e] analyzing voter turnout in local, state, and national elections.
- g) ~~analyzing voter turnout;~~ [Moved to SOL GOVT.6f]
- h) ~~evaluating the degree to which interest groups influence political life;~~
- i) ~~participating in simulations of local, state, and/or national elections.~~

GOVT.7 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the national government by

- a) examining the legislative, executive, and judicial branches;
- b) analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and
- c) ~~examining~~ investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.8 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

- a) examining the legislative, executive, and judicial branches;
- b) examining the structure and powers of local governments: county, city, and town;
- c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
- d) ~~examining~~ investigating and explaining the ways individuals and groups exert influence on state and local governments; and
- e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.

GOVT.9 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by

- a) defining public policy and determining how to differentiate public and private action;
- ab) ~~examining~~ different perspectives on the role of government;

- bc) describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;
- ed) describing how the state and local governments influence the public agenda and shape public policy;
- de) ~~describing~~ investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;
- ef) analyzing how the incentives of individuals, interest groups, and the media influence public policy; and
- fg) ~~formulating and practicing~~ devising a course of action to address local, and/or state, ~~or~~ national issues.

GOVT.10 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal judiciary by

- a) describing the organization, jurisdiction, and proceedings of federal courts;
- b) ~~examining~~ evaluating how ~~the John~~ Marshall Court established the Supreme Court as an independent, ~~co-equal~~ branch of government through ~~his~~ its opinion in *Marbury v. Madison*;
- c) describing how the Supreme Court decides cases;
- d) comparing the philosophies of judicial activism and judicial restraint; and
- e) ~~evaluating~~ investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

GOVT.11 The student will ~~demonstrate knowledge of~~ apply social science skills to understand civil liberties and civil rights by

- a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b) analyzing due process of law expressed in the 5th and 14th Amendments;
- c) ~~explaining selective incorporation of the Bill of Rights;~~ how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- d) ~~exploring~~ investigating and evaluating the balance between individual liberties and the public interest; and
- e) ~~explaining every citizen's right to be treated equally under the law.~~ examining how civil liberties and civil rights are protected under the law.

GOVT.12 The student will ~~demonstrate knowledge of~~ apply social science skills to understand the role of the United States in a changing world by

- a) describing the responsibilities of the national government for foreign policy and national security;
- b) assessing the role ~~played by~~ of national interest in shaping foreign policy and promoting world peace; and
- c) examining the relationship of Virginia and the United States to the global economy including trends in international trade; ~~examining, formulating, and practicing United States policy in response to global issues.~~
- d) ~~examining recent foreign policy and international trade initiatives since 1980.~~

GOVT.13 The student will ~~demonstrate knowledge of~~ apply social science skills to understand how world governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare and contrast with the government and the economy in the United States by

- a) describing the distribution of governmental power;

- b) explaining the relationship between the legislative and executive branches;
- c) comparing and contrasting the extent of participation in the political process; and
- d) comparing ~~the degrees of government involvement in the economies~~ and contrasting economic systems.

GOVT.14 The student will ~~demonstrate knowledge of~~ apply social science skills to understand economic systems by

- a) identifying the basic economic questions encountered by all economic systems; and
- b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx~~;~~; and
- c) evaluating the impact of the government's role in the economy on individual economic freedoms.
- e) ~~evaluating the impact of the government's role in the economy on individual economic freedoms;~~ [Moved to SOL GOVT.15b]
- d) ~~explaining the relationship between economic freedom and political freedom;~~ [Moved to SOL GOVT.15b]
- e) ~~examining productivity and the standard of living as measured by key economic indicators.~~ [Deferred to Economics and Personal Finance]

GOVT.15 The student will apply social science skills to understand the role of government in the Virginia and United States economies by

- a) describing the provision of government goods and services that are not readily produced by the market;
- b) describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection and competition in the marketplace;
- c) investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
- d) analyzing how Congress can use fiscal policy to stabilize the economy;
- e) describing the effects of the Federal Reserve's monetary policy on price stability and its influence on employment and the economy; and
- f) evaluating the trade-offs in government decisions.

~~GOVT.15 The student will apply social science skills to understand the role of government in the Virginia and United States economies by~~

- ~~a) analyzing the impact of fiscal and monetary policies on the economy;~~
- ~~b) evaluating the impact of the government's role in the economy on individual economic freedoms;~~
- ~~e) describing the provision of government goods and services not readily produced by the market;~~
- ~~d) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;~~
- ~~e) investigating and describing the types and purposes of taxation; and~~
- ~~f) evaluating the relationship of Virginia and the United States to the global economy.~~

GOVT.16 The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- a) exercising personal character traits such as trustworthiness, responsibility, and honesty;
- b) obeying the law and paying taxes;
- c) serving as a juror;

- d) participating in the political process and voting in local, state, and national elections;
- e) performing public service;
- f) keeping informed about current issues;
- g) respecting differing opinions and the rights of others;
- h) practicing personal and fiscal responsibility;
- i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- j) practicing patriotism.

~~GOVT.15 The student will demonstrate knowledge of the United States market economy by~~

- ~~a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth; [Deferred to Economics and Personal Finance]~~
- ~~b) comparing types of business organizations; [Deferred to Economics and Personal Finance]~~
- ~~e) describing the factors of production; [Deferred to Economics and Personal Finance]~~
- ~~d) explaining the interaction of supply and demand; [Deferred to Economics and Personal Finance]~~
- ~~e) illustrating the circular flow of economic activity; [Deferred to Economics and Personal Finance]~~
- ~~f) analyzing global economic trends and the relationship of Virginia and the United States to the global economy. [Deferred to Economics and Personal Finance]~~

- ~~GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by~~
- ~~a) analyzing the impact of fiscal and monetary policies on the economy; [Moved to SOL GOVT.15a]~~
  - ~~b) describing the creation of government provided goods and services that are not readily produced by the market; [Moved to SOL GOVT.15c]~~
  - ~~c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace; [Moved to SOL GOVT.15d]~~
  - ~~d) understanding the types and purposes of taxation. [Moved to SOL GOVT.15e]~~
- ~~GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by~~
- ~~a) practicing trustworthiness and honesty; [Moved to SOL GOVT.16a]~~
  - ~~b) practicing courtesy and respect for the rights of others; [Moved to SOL GOVT.16g]~~
  - ~~c) practicing responsibility, accountability, and self-reliance; [Moved to SOL GOVT.16a]~~
  - ~~d) practicing respect for the law; [Moved to SOL GOVT.16b]~~
  - ~~e) practicing patriotism; [Moved to SOL GOVT.16j]~~
  - ~~f) practicing financial responsibility. [Moved to SOL GOVT.16h]~~
- ~~GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by~~
- ~~a) obeying the law and paying taxes; [Moved to SOL GOVT.16b]~~
  - ~~b) serving as a juror; [Moved to SOL GOVT.16c]~~
  - ~~c) participating in the political process; [Moved to SOL GOVT.16d]~~
  - ~~d) performing public service; [Moved to SOL GOVT.16e]~~
  - ~~e) keeping informed about current issues; [Moved to SOL GOVT.16f]~~
  - ~~f) respecting differing opinions in a diverse society; [Moved to SOL GOVT.16g]~~
  - ~~g) practicing personal and fiscal responsibility. [Moved to SOL GOVT.16h]~~
- ~~GOVT.19 The student will explain the meaning of citizenship in the United States and how it relates to American civic life by~~
- ~~a) explaining how citizenship confers full membership in the American constitutional system;~~
  - ~~b) recognizing that American citizenship is defined by shared political and civic beliefs and values;~~
  - ~~c) describing how Americans are citizens of their locality, state, and nation;~~
  - ~~d) recognizing that noncitizens can become citizens.~~

## **Summary of Comments on the Proposed Revised History and Social Science Standards of Learning – October 24, 2014 - January 6, 2015**

A total of 360 comments were received electronically for the Kindergarten through Virginia and United States Government courses during online public comment period.

A total of 32 speakers spoke and 24 written comments were collected during the public hearings on the History and Social Science Standards of Learning, with an estimated 150 citizens in attendance. The public hearings were held at historical sites December 2-4, 2014, and on January 6, 2015, at Thomas Jefferson's Monticello, Charlottesville; the Edith Bolling Wilson Hotel, Wytheville; George Washington's Mount Vernon; Colonial Williamsburg; and Virginia Union University, Richmond.

### **Number of Online Comments for the Proposed Revisions by Course (October 24 - November 27, 2014)**

<b>Course</b>	<b>Number of Comments</b>
Kindergarten	22
Grade One	38
Grade Two	32
Grade Three	30
Virginia Studies	55
United States History to 1865	20
United States History: 1865 to Present	17
Civics and Economics	21
World Geography	7
World History and Geography to 1500	32
World History and Geography: 1500 to Present	35
Virginia and United States History	38
Virginia and United States Government	13
<b>Total</b>	<b>360</b>

#### **General Comments for Kindergarten through Grade Three Courses**

- Consider the developmental appropriateness of the content and skills included in the Kindergarten through Grade Three courses
- Clarify how the local history standards should be taught
- Concerned that the restructuring of content will require a recreation of new lesson plans and resources
- Reduce the number of people outlined in each course

#### **General Comments for Virginia Studies**

- Consider keeping describing everyday life in colonial Virginia
- Support for rewording of the standard focusing on products and industries important to Virginia's economy
- Consider reducing the number of historical people students must learn
- Clarify how essential skills will be assessed by the Virginia Department of Education

## **General Comments for United States History to 1865 and United States History: 1865 to Present**

- Consider moving Reconstruction standards from the first U.S. History course to the second one
- Review the relative importance of historical events and people
- Review and consider reducing the amount of content in each course
- Consider a larger focus on geography connections

## **General Comments for Civics and Economics**

- Concerned with the appropriateness of the skills and connection to the course content
- Concerned with the restructuring of the branches and levels of government
- Encourage student participation in the political process
- Clarify how essential skills will be assessed by the Virginia Department of Education

## **General Comments World Geography**

- Support the expansion of the standards for regional study
- Consider providing examples of the skills
- Concerned that the standards are too rigorous for the average middle school student
- Support the addition of the skills related to technology

## **General Comments for World History and Geography to 1500**

- Concerned with the Eurocentric focus of the standards
- Examine the amount of content and the expectations to complete
- Concerned with the treatment of Christianity and Islam in relation to other major religions
- Support the inclusion of Asian, African, and South American civilizations, but concerned with the additional content added in order to provide balance

## **General Comments World History and Geography: 1500 to Present**

- Examine the removal of the major religions
- Consider reducing the number of standards and revise standards to focus on concepts rather than specific topics
- Move the Renaissance to World History I
- Concerned with the inclusion of standards that include United States history

## **General Comments for Virginia and United States History**

- Support the restructuring of the skills, but need clarification on how they will be assessed
- Concerned with the focus and number of historical figures outside of the “founding fathers”
- Concerned that the standards are too rigorous for the average student or student with disabilities
- Consider moving standards related to founding documents and political principles to Virginia and United States Government and focus on historical events
- Consider adding Disability History and ADA to history standards

### **General Comments for Virginia and United States Government**

- Concerned with the appropriateness of the skills and their connection to the course
- Support the removal of the standards that focused on the Economics and Personal Finance course
- Restructure the standard that focuses on the federal reserve and monetary policy
- Consider adding the terminology “human capital” to the standards

### Summary of Online Comments and Review Committees' Comments on Virginia's 2008 History and Social Science Standards of Learning

- A total of 577 comments were received online from individuals and groups for the 2008 *History and Social Science Standards of Learning* in Kindergarten through Virginia and United States Government during the 30-day public comment period from February 7, 2014, through March 10, 2014.
- The number of comments submitted by grade level or course included:

Course	Number of Comments
Kindergarten – Grade 3	34
Virginia Studies	33
United States History to 1865	64
United States History: 1865 to Present	122
Civics and Economics	112
World Geography	20
World History and Geography to 1500 A.D. (C.E.)	81
World History and Geography: 1500 A.D. (C.E.) to Present	22
Virginia and United States History	36
Virginia and United States Government	53
<b>Total</b>	<b>577</b>

A number of the comments received related to the Curriculum Framework which will be reviewed in 2015.

- Brief summary of online public comments  
*General Comments for the Elementary Courses*
  - Consider placing all ancient civilizations together in Kindergarten - Grade 3;
  - Review the level of vocabulary for Kindergarten - Grade 3 content;
  - Examine geography content covered in Kindergarten - Grade 3 standards;
  - Consider revising the scope and sequence of the Kindergarten - Grade 3 standards to reflect student sphere of learning; and
  - Review the relevancy and number of identified historical events and people in elementary courses.

#### *General Comments for the Secondary Courses*

- Evaluate the volume of content within each of the secondary courses;
- Review vocabulary for consistency from one course to another;
- Update world history standards to reflect a global perspective; and
- Consider moving Reconstruction standard from United States History to 1865 to United States History: 1865 to Present.

*Comments for Civics and Economics*

- Update skills to allow for depth rather than breadth;
- Examine the focus on local government; and
- Consider reducing the number of Economics and Personal Finance standards in Civics and Economics and Virginia and United States Government courses in light of the Economics and Personal Finance course that is now required for graduation.

*Comments for World History and Geography to 1500 A.D.*

- Update skills to allow for depth rather than breadth; and
- Consider adding information on Africa, China, and Latin America to world history courses.

*Comments for World History and Geography: 1500 A.D. to the Present*

- Update skills to allow for depth rather than breadth; and
- Consider a more global perspective.

*Comments for World Geography*

- Update skills to include current technologies; and
- Consider revising coverage of regional study.

*General Comments for Virginia and United States History*

- Update information related to recent history and events.

*General Comments for Virginia and United States Government*

- Consider reducing the number of Economics and Personal Finance standards in Civics and Economics and Virginia and United States Government courses in light of the Economics and Personal Finance course that is now required for graduation;
- Examine global issues from a local perspective; and
- Encourage student participation in the political process.