

NATIONAL
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Civics
Alliance

from NATIONAL ASSOCIATION of SCHOLARS

Virginia Board of Education
Virginia Department of Education
James Monroe Building
101 N. 14th Street
Richmond, VA 23219

November 21, 2022

Dear Virginia Board of Education,

The National Association of Scholars (NAS) and the Civics Alliance work to ensure that every state has academic standards that promote first-rate education and protect school children from political indoctrination. We promote reform of content standards in every state, along the lines modeled by the Civics Alliance's *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards*,¹ and we have been asked by Virginia citizens to comment on the *Proposed History and Social Science Standards of Learning* (November 2022).² We conclude that the Virginia Board of Education has provided an excellent start to reforming the state's social studies standards. With that reform now in sight, we provide a series of additional suggestions for how to further improve these *Standards*.

Excellent Improvements

We are delighted with how well the Virginia Education Department has improved the *Standards* from its August 2022 iteration, whose shortcomings we detailed in a previous letter.³ We would like to point out a few of the notable improvements of the new *Standards*:

¹ *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards*, Civics Alliance, <https://civicsalliance.org/american-birthright/>.

² *Proposed History and Social Science Standards of Learning* (November 2022), <https://doe.virginia.gov/boe/meetings/2022/11-nov/item-i-draft-hss-standards.pdf>.

³ Proposed Revised 2022 History and Social Science Standards of Learning (August 4, 2022). <https://doe.virginia.gov/boe/meetings/2022/08-aug/item-g-attachment-a.pdf>; NAS Recommends Substantial Revisions to Virginia's Proposed History and Social Science Standards, September 15, 2022, <https://www.nas.org/blogs/article/nas-recommends-substantial-revisions-to-virginias-proposed-history-and-social-science-standards>.

- **Clarity and Simplicity:** In our previous comment, we stated that the *Standards* had become lengthy, repetitive, and extremely difficult to understand, because they integrated the old *Standards* and *Curriculum Framework* into a 300+ page document written in vague, inflated prose. The new *Standards* have been reduced to *ca.* 60 pages, which consist largely of content knowledge, have removed most of the repetitive, coercive “skills” and “inquiry” material from the *Curriculum Framework*, and have been written in much tighter prose.
- **Patriotic Focus:** The revised *Standards* include substantial material to inspire and inform patriotic sentiment in Virginia’s students.
- **Greece and Rome:** The *Standards* now include material on ancient Greece and Rome in the K-6 sequence. Virginia students will learn early about the central source of our ideals and institutions of liberty, democracy, and republican self-government.
- **Radical Polemic Removed:** The previous version of the *Standards* included much radical polemic disguised as pedagogy, which would have served to facilitate teaching Critical Race Theory and action civics. The revised *Standards* have removed most of this material.
- **Democratic Appeal:** The revised *Standards* have been written for all Virginians. The authors of the *Standards* have written with an eye to democratic accountability and succeeded in crafting social studies standards that pass on to Virginia’s students the history and ideals of every group that has contributed to Virginia’s past and present.
- **Solid Content:** The revised *Standards* generally provide solid, well-organized content for social studies instruction in history, civics, geography, and economics. This ought to be a minimum expectation for social studies standards—but, as the previous version of the *Standards* unfortunately demonstrated, it cannot be assumed that the regular processes of state education departments can produce these. The revised *Standards* accomplish what they ought to do: provide school districts, teachers, students, parents, and citizens a clear, well-organized, rigorous, content-based, and grade-appropriate expectation of what social studies content should be taught and learned in Virginia’s public K-12 schools.

The *Standards* would provide a very good education for Virginia students as they now stand. The suggestions we make for improvement are friendly suggestions to revise an excellent draft.

Suggested Revisions

We suggest an extensive number of suggestions for improvement in detail. We believe that the Virginia Education Department had to operate at high speed to draft entirely new *Standards* between August 2022 and the November 2022 deadline. The *Standards*, understandably, therefore retain some infelicities of style and substance. We will outline the largest categories of suggested revisions immediately below. We also include three Appendices, which contain:

Appendix 1: Suggested Revisions: Annotations: An outline of our revisions, explaining our reasons for the suggested changes in each revised item. **17 pages.**

Appendix 2: Suggested Revisions: Redline Draft: A complete text of the *Standards* with our suggested revisions, showing ~~deleted text~~ and **added text**. **70 pages.**

Appendix 3: Suggested Revisions: Clean Draft: A complete text of *Standards* with our revisions, showing how it would appear if all suggested revisions were accepted. **61 pages.**

The revisions we suggest, which are intended to complement the spirit and the intent of this initial revision, fall into the following categories:

Structural Revision

We previously suggested that Virginia should introduce a discrete course in Western Civilization, to provide coherent instruction in the development from ancient Greece and Israel to modern Europe of the ideals and institutions of liberty that inspired America’s own ideals and institutions. We realize that such revision may not be practicable at this point in the revision process. We note, however, that we have suggested revisions that remove half of the suggested topics from the Grade 8 World Geography Course. We believe that it is possible for Virginia to adjust its instructions to include two or three semesters of World Geography, Religions, and History as one discrete sequence and three or four semesters of Western Civilization as another discrete sequence, to replace the current year-long sequences in Grade 8 World Geography, Grade 9 World History and Geography to 1500 CE, and Grade 10 World History and Geography: 1500 CE to the Present. We urge the Board of Education to consider adopting this structural alteration, either immediately during this *Standards* revision process or more deliberately during the next *Standards* adoption process.

Plain Language

We suggest a great many revisions to further improve clarity, so that every Virginia parent and teacher can understand the *Standards*. These suggested changes remove language from the overlapping categories of education-school professional jargon and of radical polemic—although we also have left a fair amount untouched, since we realize that the *Standards* should only be revised lightly at this stage in the adoption process. Many of the changes we suggest for other reasons we also suggest to ensure the *Standards* are clear to all Virginia citizens—and hence democratically accountable. Clearly written *Standards* also will give teachers a good model of expository prose and help them to instruct students how to write clearly.

Secretarial Errors

The *Standards* contains a number of typographical errors, missing words, ungrammatical phrases, neologisms, and even misplaced material. We understand that the need to replace the original draft *Standards* within a tight deadline explains these secretarial errors, but they still should be corrected. We have suggested revisions for all secretarial errors we detected.

Skills

The *Standards* still includes extensive reference to “Skills.” NAS and the Civics Alliance believe that skills instruction at best wastes precious classroom hours on “skills” instruction rather than on teaching content knowledge, and frequently is used to insert radical polemic into the classroom. We suggest deleting all remaining references to *skills* throughout the *Standards*. The greatest number of such suggested deletions are of the phrase “apply history and social science skills to”—and it is telling that each revised sentence is shorter, clearer, and identical in substance without the phrase. We recommend that the Education Department confine all reference to “skills” to voluntary suggestions in the Curriculum Frameworks—or remove them entirely, to allow teachers maximum freedom to teach social studies content as they judge best.

Geography

The Geography subdiscipline largely has been taken over by activist aspirations, which generally promote environmental activism (*climate, environment*) and open borders (*migration*). Geography instruction therefore also heavily emphasizes skills instruction. We suggest large reductions of the material devoted to Geography, to remove all language that facilitates progressive activism and to focus Geography instruction on teaching students the locations of continents, countries, cities, and bodies of water. We also suggest removing material that coordinates social studies instruction with science instruction, since that coordination generally will facilitate environmental activism.

Inappropriate Diction

The *Standards* occasionally lapses from correct English. The *Standards* uses *impact* for *effect* or *influence*, and *water feature* (which more properly belongs to real estate advertisements) instead of *body of water*. We have suggested revisions to remove inappropriate diction from the *Standards*.

Writing

The *Standards* offers the possibility of using *mixed media* and *multimodal presentations* to satisfy social studies assignments. Such exercises facilitate lowered teaching standards and remove focus from learning to write—which is essential. Students will not learn to think rigorously and analytically about the humanities and the social sciences if they cannot write; oral discussion and *mixed media* cannot substitute for the ability to write an extended work of written research and analysis. We suggest removing all recommendations for such assignments.

Culture

We previously recommended that the *Standards* should incorporate more of the history of Western and (especially) American culture, so Virginia students might learn the common Western and American culture that unites Americans of the past, the present, and the future. We have suggested concise insertions into the *Standards*, to provide coverage of this material.

Radical Polemic

The *Standards* still repeats words and phrases that both promote radical polemic and obscure clarity. We suggest several global changes, divided into the following topics.

African Americans

The *Standards* reduces clarity where radical polemic requires it to use an arbitrary variety of terms for African Americans. The *Standards* uses *Africans*, *African Americans*, and *Blacks* inconsistently and confusingly. We suggest revising the *Standards* to refer consistently to *Africans* and *African Americans*, referring to Africans into the initial generation of slavery, and shifting to African Americans where the item refers to native-born Americans of African descent.

Amerindians

The *Standards* reduces clarity where radical polemic requires it to use an arbitrary variety of terms for Amerindians. The *Standards* uses *first immigrants*, *first people*, *Indians*, and *Indigenous Peoples* inconsistently and confusingly—and in the World History standards, it uses *Indigenous Peoples* to refer to all non-Europeans. These euphemisms make it unclear who precisely these

terms refer to—and obscure the possibility, which has growing archaeological and paleogenetic support, that other peoples preceded the Amerindians to the Americas. *Indian* now may be a confusing term to use, since America has become home to a large number of citizens who trace their descent from India. *Native American* obscures the essential truth that everyone born in the United States is a native American. We suggest revising the *Standards* to refer consistently to *Amerindians*, since the term is familiar, precise, and substantive.

Class

The *Standards* imports Marxist theory and obscures actual history by using the term *class* indiscriminately. We suggest removing many uses of this term—although we also suggest retaining it where it seems appropriate.

Community

The *Standards* uses *community* frequently, which has become a term of art of radical identity politics. We suggest substituting different words, generally *locale* (which indicates the geographical bonds that actually unite Americans in their neighborhoods, towns, and counties), *citizens*, or *Americans*.

Dating Systems

The *Standards* substitutes *BCE* and *CE* for *BC* and *AD*. These substitutions, rooted in anti-Christian animus, remove clarity by introducing a new pair of acronyms, with the exact same dates as *BC* and *AD*. We suggest restoring *BC* and *AD* throughout.

Democracy

The *Standards* uses *democracy* indiscriminately to refer to *government structure*, *American ideals*, *liberty*, *republic*, *self-government*, and generically as a term of undefined approbation. This usage obscures the crucial fact that America is a republic, based upon liberty and the rule of law as much as upon democracy. It also facilitates radical polemic, which uses *democracy* to denominate *majoritarian tyranny* and *coercive government policy to impose equality of results for every identity group in every realm of politics, society, and culture*. We suggest removing many uses of this term—although we also suggest retaining it where it seems appropriate.

Diversity

The *Standards* still uses the term *diversity*, which will facilitate the introduction of the *diversity*, *equity*, and *inclusion* (DEI) ideology, which provides camouflage for Critical Race Theory (CRT). We suggest removing the term throughout, to allow no warrant for DEI or CRT.

Economics

The *Standards* uses the phrase *wants and needs*. This distinction, foreign to economic theory, allows activists to smuggle in a polemic for an expansive welfare state in the word *needs*, to justify government intervention in every aspect of the economic realm denominated as *needs*. We suggest deleting reference to *needs*, to remove radical polemic and to teach economics properly. The *Standards* also fixates on associating *slavery* with *profitability*, so as to discredit the free market. We also suggest removing this polemical phraseology.

Holocaust

The *Standards* teaches about the Holocaust not only in World History but also, at length, in the United States History sequences. This decision forwards radical activists' attempts to use "genocide education" to calumny and stigmatize any American opposition to their agenda as genocidal in intent and consequence. We suggest removing sustained instruction in the Holocaust from the United States History sequences, but retaining it where it belongs, in World History.

Media Literacy

The *Standards* forwards *media literacy*, which frequently is used to forward default credulity in the radical polemic embedded in the establishment media, and to forward default skepticism in news that contradicts radical polemic. We suggest removing references to media literacy, and we encourage the Board of Education to work for all administrative and statutory changes needed to remove media literacy entirely from social studies standards.

Migration

The *Standards* uses *migration*, which forwards open borders polemic—*history always has consisted of migration, so why try to stop it now?* We suggest removing many uses of this term—although we also suggest retaining it where it seems appropriate.

Perspectives

The *Standards* uses *perspectives*, which forwards the idea that humans cannot aspire to discover a shared, universally acknowledged truth, that identity-group membership determines one's understanding of the truth, and that this division cannot be subject to rational argumentation and the individual willingness to learn and to change one's mind. We suggest removing this term wherever possible.

Relevance

The *Standards* frequently argues the relevance of an item of history to the present moment and/or characterizes the present world in ways that smuggle in radical polemics—e.g., *globalizing, increasingly diverse*. We suggest removing all arguments of relevance, both because students should make themselves *relevant* to the great leaders, documents, and principles that established our ideals and institutions of liberty, rather than the reverse, and to remove these radical polemics.

Slaves

The *Standards* reduces clarity where radical polemic requires it to use *enslaved* rather than *slaves*, which is difficult to say and obscures the historically important distinction between Africans who were actually enslaved and African Americans who were born slaves. We suggest using *slave* rather than *enslaved*, both to avoid evanescent radical jargon and to promote clarity.

Substantive Revision

We have suggested miscellaneous substantive revisions to the *Standards*. We explain our reasons for these suggested changes in our **Suggested Revisions: Annotations** below.

The Proposed Standards: Suggestions for Accompanying Measures

Social Studies standards should work in tandem with broader support for education reform. We suggest that the Department of Education undertake two broader measures:

- **Licensure Requirements and Professional Development:** The Department of Education also should update its licensure requirements and professional development to ensure that its teachers are equipped to teach a curriculum that aligns with these *Standards*.
- **Statutory Reform:** The Department of Education should ask state policymakers to enact laws that provide statutory underpinnings to the reforms embodied in this *Standards*, and which ensure proper social studies instruction in all Virginia public K-12 schools.⁴

Conclusion

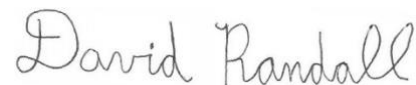
Governor Youngkin, Secretary Guidera, and the entire Virginia Board of Education have done an excellent job in revising the *Standards*. We suggest further changes in detail, particularly to remove references to Skills, to remove language that facilitates radical polemic and Critical Race Theory, and to increase coverage of the history of our common American culture. We also urge the Board of Education, now or at a later point, to make a larger structural revision to create distinct instruction sequences of Western Civilization and of World Geography and History. All the changes we urge we believe will complement the spirit and the intent of this initial revision, which already has produced *Standards* that will pass on to Virginia's students the history and ideals of every group that has contributed to Virginia's past and present.

Respectfully yours,



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David Randall

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⁴ Civics Alliance: Social Studies Curriculum Act, <https://civicsalliance.org/model-palm-card/social-studies-curriculum-act/>; Civics Course Act, <https://civicsalliance.org/model-k-12-civics-code/civics-course-act/>; United States History Act, <https://civicsalliance.org/model-k-12-civics-code/united-states-history-act/>; Western Civilization Act, <https://civicsalliance.org/model-k-12-civics-code/western-civilization-act/>; and more broadly, the Model K-12 Civics Code, <https://civicsalliance.org/model-k-12-civics-code/>.

APPENDIX 1: SUGGESTED REVISIONS: ANNOTATIONS

Here, for easy reference, we briefly list the sorts of revisions we suggest. Where the changes incorporate global changes, we simply use one or more of these tags: Plain Language, Secretarial Errors, Skills, Geography, Inappropriate Diction, Writing, Culture, Radical Polemic (African Americans, Amerindians, Class, Community, Dating Systems, Democracy, Diversity, Economics, Holocaust, Media Literacy, Migration, Perspectives, Relevance, Slaves), Substantive Revision. We explain at greater length the reason for our larger suggested changes.

Kindergarten: Introduction to History

K.Introduction: Plain Language, Skills, Geography.

K.1: Skills.

K.2: Skills; Radical Polemic (Amerindians).

K.3: Skills; Radical Polemic (Community).

K.4: Skills.

K.5: Skills; Inappropriate Diction (Water Features); Radical Polemic (Amerindians, Community).

K.6: Skills; Radical Polemic (Community).

K.7: Skills; Radical Polemic (Community).

K.8: Skills.

K.9: Skills; Radical Polemic (Economics).

Grade One

1.Introduction: Skills; Geography; Radical Polemic (Community)

1.1: Skills; Substantive Revision.

Substantive Revision: Clarification in *1.1.b* that Mesopotamia is part of the Fertile Crescent, and not a different region.

1.2: Skills; Radical Polemic (Amerindians); Substantive Revision.

Substantive Revision: Clarification in *1.2.a* of reference to first *European* explorers of America, since Amerindians presumably had their own explorers.

Radical Polemic (Amerindians): *1.2.c* required substantial revision to remove embedded radical polemic.

1.3: Skills; Plain Language; Radical Polemic (Community); Substantive Revision.

Plain Language: Clarification that the Louisiana Purchase was bought from France.

Substantive Revision: Lawrence Douglas Wilder was the first *elected* African American governor in American history; P. B. S. Pinchback served as acting governor of Louisiana from December 1872, to January 1873.

1.4: Skills.

1.5: Skills; Radical Polemic (Community).

1.6: Skills; Radical Polemic (Community).

1.7: Skills; Radical Polemic (Community).

1.8: Skills; Substantive Revision.

Substantive Revision: 1.8.c assumes that *differences in ethnic origins, customs, and tradition* naturally elicit disrespect; this assumption embeds Critical Race Theory in the standards. We have replaced this with “being respectful of others **and of conscientious disagreement**”, since it is more important to teach students that America thrives on respectful disagreement and that conscience should be respected.

1.9: Skills; Radical Polemic (Economics).

Grade Two

2. *Introduction*: Skills; Geography; Radical Polemic (Community)

2.1: Skills; Radical Polemic (Class, Slaves).

Radical Polemic (Class, Slaves): 2.1.d uses *class* and *enslaved people*; we suggest replacing both terms. We use the phrase “from leaders to slaves” as a concise phrase to encourage comprehensive study of Ancient Egypt’s social system.

2.2: Skills; Substantive Revision; Secretarial Error.

Substantive Revision: In 2.2.a, we add the phrase **and what liberties they wished to secure** to clarify that colonists declared independence from Great Britain to gain freedom.

Secretarial Error: In 2.2.c, “c.” is bold faced. We suggest removing the bold face.

2.3: Skills; Plain Language.

2.4: Skills.

2.5: Skills; Secretarial Error.

2.6: Skills.

2.7: Skills; Radical Polemic (Community); Substantive Revision.

Substantive Revision: Clarification that the item refers to *civic* holidays.

Substantive Revision: Revision of 2.7.d to match format of 3.7.d.

2.8: Skills; Substantive Revision.

Substantive Revision: 2.8.a refers to *freedom to express yourself*, which is not a civil right, and which suggests the indiscipline and self-indulgence that is antithetical to republican virtue. We suggest revision to **freedom of speech**, which is a vital civil right.

2.9: Skills; Radical Polemic (Economics).

Grade Three

3. *Introduction*: Skills.

3.1: Skills.

3.2: Skills; Radical Polemic (Class, Slaves); Substantive Revision.

Radical Polemic (Slaves): We suggest that 3.2.b refer to both slaves and freedmen, since freedmen played a very important role in Roman society, which illuminates the status of Roman slaves.

Substantive Revision: 3.2.b refers to a *written constitution* as a mark that distinguished the Roman Republic from the Roman Empire. Rome's constitution was unwritten; we suggest that the **rule of law** better distinguishes the Republic from the Empire.

3.3: Skills.

3.4: Skills.

3.5: Skills.

3.6: Skills.

3.7: Skills.

3.8: Skills.

3.9: Skills.

3.10: Skills.

Grade Four: Virginia Studies

VS. Introduction: Skills; Radical Polemic (Amerindians, Diversity, Perspectives).

VS.1: Skills; Substantive Revision; Inappropriate Diction (Water Features).

Substantive Revision: *VS.1.b* refers to Virginia's five geographic regions without naming them; we suggest listing all five by name.

Inappropriate Diction (Water Features): In *VS.1.c*, we suggest for clarity explicitly naming Virginia's **seacoast, estuaries, and rivers**, rather than the vaguer "bodies of water".

VS.2: Skills; Radical Polemic (Amerindians, Diversity)

Radical Polemic (Amerindians): We suggest revising “Virginia’s First People”, directly above VS.2, as “Virginia’s **Amerindian Nations**”.

Substantive Revision: VS.2.b should direct students to describe both **similarities and differences**, and not just the “diversity”, of Amerindian nations.

Substantive Revision: VS.2.c should specify that Amerindian nations’ “relationships and interactions” were both **peaceful and warlike**, to ensure that teachers and students realize that these “relationships and interactions” included armed conflicts.

VS.3: Skills; Radical Polemic (Amerindians).

VS.4: Skills; Secretarial Errors; Radical Polemic (African Americans; Slaves).

Substantive Revision: We suggest inserting a new VS.4.a, **comparing European, Amerindian, and African forms of slavery, and comparing slavery with other forms of forced labor such as serfdom and indentured servitude**, to ensure that Virginia students realize that slavery was not a uniquely American phenomenon.

Substantive Revision: VS.4.a (VS.4.b in our suggested revision) refers to sending African slaves to *America* as early as the 16th century. While a few sixteenth century slaves were sent to Spanish Florida, the vast majority of sixteenth-century slaves were sent to the Spanish colonies farther south. Hence we suggest revising “America” to “Americas”.

VS.5: Skills; Plain Language; Radical Polemic (African American).

VS.6: Skills; Plain Language; Inappropriate Diction.

VS.7: Skills; Radical Polemic (African American, Amerindians, Slaves).

Substantive Revision: VS.7.c identifies George Thomas as a notable Virginian who fought for the Union, but fails to mention Winfield Scott, whose contributions to the Union (crucial initial loyalty, Anaconda Plan) were of greater importance. We suggest adding **Winfield Scott**.

Substantive Revision: VS.7.e should be broadened to include Virginian women who supported the Confederacy; **Sally Tompkins** is a notable historical figure whose nursing work makes her a good pendant to Clara Barton. Since VS.7.e refers to Amerindians, we suggest adding **Ely Parker** to the list, since, although not a Virginian himself, he fought with Grant in Virginia and was present at Appomattox Court House.

VS.8: Skills; Secretarial Error.

VS.9: Skills; Substantive Revision.

Substantive Revision: VS.9 should include notable Virginians between the Civil War and the Civil Rights Era. We have drafted a new item (VS.9.c) to address this absence.

VS.10: Skills; Substantive Revision.

Substantive Revision: The *Standards* insert into the historical study of the Civil Rights Movement items that are components of contemporary radical polemic rather than broadly accepted fact—“redlining” and highway construction. We suggest removing these items.

VS.11: Skills; Radical Polemic (Relevance); Inappropriate Diction.

Grade Five: United States History to 1865

USI.Introduction: Skills; Plain Language; Inappropriate Diction (Water Features); Radical Polemic (Amerindians; Diversity; Perspectives); Secretarial Error.

USI.1: Skills; Inappropriate Diction (Water Features).

USI.2: Skills; Radical Polemic (Amerindians); Substantive Revision.

Substantive Revision: Paleogenetics now provide extraordinary new sources of information about the Amerindian past. We suggest adding a new subitem, *USI.2.b*, to cover this subject matter.

USI.3: Skills; Radical Polemic (Amerindians).

USI.4: Skills; Inappropriate Diction; Substantive Revision; Radical Polemic (African Americans; Economics; Slaves).

Substantive Revision: *USI.4* asks students to learn about the Transatlantic Slave Trade. We suggest replacing “Ghana, Mali, and Songhai,” medieval African kingdoms that had no role in the Transatlantic Slave Trade, and which should be taught about instead in World History, with **the West African slaver kingdoms of Oyo, Asante, and Dahomey**, which had major roles in the Transatlantic Slave Trade.

USI.5: Skills; Radical Polemic (African Americans; Perspective; Slaves); Substantive Revision.

Substantive Revision: *USI.5* should mention **the widespread liberty, suffrage, and prosperity of colonial America**; we suggest adding a new *VS.5.c* to cover this subject matter.

USI.6: Skills; Substantive Revision; Secretarial Error.

Substantive Revision: In *USI.6.c*, influences on the Revolution should include **common law**.

Secretarial Error: *USI.6.e-f* cover the events leading up to the Declaration of Independence, and the ensuing course of American Revolution, unclearly and repetitively. We suggest redrafting these two items as three items, *USI.6.e-g*, which distinguish these subject matters clearly and eliminate repetition.

USI.7: Skills; Substantive Revision.

Substantive Revision: In *USI.7.b*, **John Marshall** should join James Madison as a Virginian with a substantial influence on the historical development of the Constitution of the United States.

Substantive Revision: In *USI.7.h*, students should know about the **contemporary debate among Americans about the morality and legality** of Indian Removal policies, which included fierce critiques of those policies by individuals such as Catharine Beecher.

Substantive Revision: In *USI.7.i*, students should know that major accomplishments of the first five presidents include **the Barbary Wars and the Monroe Doctrine**.

USI.8: Skills; Substantive Revision; Radical Polemic (Amerindians); Inappropriate Diction.

Substantive Revision: In *USI.8.a*, students should learn that a motivation for Americans' westward settlement was simply to secure **a good life**.

Substantive Revision: In *USI.8.f*, the list of major antebellum American inventions should include **the telegraph** and **the Colt revolver**.

Substantive Revision: In *USI.8.g*, we suggest replacing “women’s suffrage reform movements” with “women’s **emancipation** movements”. The initial generations of women’s rights movements focused more broadly on securing equal rights of legal personhood (e.g., married women’s right to own property), with suffrage reform the concern of a radical minority. This revision is more accurate, will help teachers to convey accurately the broad range of women’s legal disabilities at the beginning of this period, and will provide narrative contrast with the women’s movement’s later shift of focus to women’s suffrage

USI.9: Skills; Secretarial Error; Radical Polemic (African Americans, Amerindians, Economics, Perspective; Slaves).

Grade Six: United States History: U.S. History 1865 to the Present

USII.Introduction: Skills; Secretarial Error; Radical Polemic (Perspective, Relevance)

USII.1: Skills; Geography (Climate); Radical Polemic (Amerindians); Substantive Revision.

Substantive Revision: *USII.1.b* identifies “gunpowder” as a technology that allowed postbellum settlement westward; we suggest that it would be more accurate to substitute **firearms, barbed wire, and artesian wells**, the essential technologies for the conquest and settlement of the Great Plains.

USII.2: Skills; Secretarial Revision; Inappropriate Diction; Radical Polemic (African Americans); Substantive Revision.

Substantive Revision: In *USII.2.j*, the *Standards* uses the phrase “hate groups”, which is part of modern radical polemic to delegitimize all opposition to the progressive political agenda. We suggest substituting the more precise and accurate word **paramilitaries**.

Substantive Revision: In *USII.2.k*, we suggest that African American responses to Jim Crow should include **aspiration and success in the realms of education, economics, religion, and culture**. Virginia students should learn how African Americans overcame repression and discrimination in the Jim Crow era to achieve substantial successes.

USII.3: Skills; Inappropriate Diction; Radical Polemic (Economics); Substantive Revision.

Substantive Revision: In *USII.3.b*, the *Standards* repeats many technologies that more properly belong to the antebellum era (e.g., cotton gin, steam engine, reaper). We suggest

that this entire list might be revised to focus on postbellum technological developments, but confine our own suggestions to the proposed addition of **elevators**.

USII.4: Skills; Inappropriate Diction; Secretarial Error; Substantive Revision.

Secretarial Error: *USII.4.c* (*USII.4.d* in our revision) confusingly conflates developments in pre-World War One American diplomacy with events during World War One. We have therefore proposed a new item, *USII.4.b*, which focuses on pre-World War One diplomacy, and revised *USII.4.c* (*USII.4.d* in our revision) to focus on World War One.

Substantive Revision: In *USII.4.e* (*USII.4.f* in our revision), we propose adding the **American Relief Administration**, which channeled American humanitarianism toward saving millions of Europeans from starvation after World War One.

USII.5: Skills; Substantive Revision.

Substantive Revision: In *USII.5.a*, the list of postbellum American inventors ought to include **Thomas Edison**.

Substantive Revision: In, *USII.5.c*, **anarchist bombings** should be mentioned to explain some of the motivation for the Red Scare.

Substantive Revision: In *USII.5.d*, we suggest the revision “explaining the importance of **the campaign for Women’s Suffrage**”, to focus the course on historical analysis.

USII.6: Skills; Secretarial Error; Substantive Revision; Radical Polemic (Holocaust).

Substantive Revision: *USII.6.c* states that students should locate and describe “the major events and turning points of the war in Europe and the Pacific”, but includes no examples from the Pacific theatre; we suggest adding **Battle of Midway, Guadalcanal, and Okinawa**.

Substantive Revision: *USII.6.e* asks students to evaluate “the effect of the war on the home front”, but fails to mention some of the most important aspects of the World War II home front. We suggest adding **end of the Great Depression, industrialization of South and West, large migrations out of the South and to the West Coast, efforts to eliminate employment discrimination**.

Radical Polemic (Holocaust): *USII.6.f* entirely concerns the Holocaust; as we have said, this is properly part of World History, and is placed in United States History to serve radical polemic. We suggest deleting *USII.6.f* and adding **the Holocaust** to *USII.6.c*, in the list of “major events and turning points of the war in Europe and the Pacific”.

USII.7: Skills; Inappropriate Diction; Substantive Revision.

Substantive Revision: In *USII.7.a*, we suggest adding **the Truman Doctrine** to the list of notable post-World War II policies and events.

USII.8: Skills; Secretarial Revision; Substantive Revision.

Substantive Revision: In *USII.8.b*, we suggest adding **Herbert Brownell** and **Lyndon Johnson** to the list of key individuals who contributed to the success of the Civil Rights Movement.

Grade Seven: Civics and Economics

CE.Introduction: Skills; Radical Polemic (Democracy, Diversity, Media Literacy).

CE.1: Skills; Secretarial Error.

CE.2: Skills.

CE.3: Skills; Secretarial Error.

CE.4: Skills; Radical Polemic (Relevance).

Radical Polemic (Relevance): We suggest removing *CE.4.c* entirely, since it will facilitate radical activism.

Radical Polemic (Relevance): We suggest removing “including citizen engagement” from *CE.4.d* (*CE.4.c* in our revision), since it will facilitate radical activism.

CE.5: Skills.

CE.6: Skills; Radical Polemic (Community, Diversity); Substantive Revision.

Substantive Revision: We suggest that students should learn the entire Bill of Rights; we propose adding *CE.5.c*, **describing the rights and privileges guaranteed by the other amendments of the Bill of Rights**.

Substantive Revision: Immigration is not a civil right. We suggest eliminating *CE.6.f*, because it is irrelevant and because it facilitates open borders polemic.

CE.7: Skills; Radical Polemic (Community).

CE.8: Skills.

CE.9: Skills.

CE.10: This entire item is missing in the Final Draft, but existed in an earlier draft. We have restored this item, on the presumption that it was eliminated by Secretarial Error. If it was intended to be eliminated, the later items in Grade 7 should have their numeration adjusted accordingly.

CE.11: Skills.

CE.12: Skills; Inappropriate Diction; Radical Polemic (Democracy).

CE.13: Skills; Substantive Revision.

Substantive Revision: The item generally describes how the government actually intervenes in the economy, not how the Founders conceived of how the government should intervene in the economy. While we sympathize with the idea of teaching students how far we have wandered from the Founders’ conceptions, we think that this item will summarize its substance more accurately if the phrase “as formulated by the Founders in our Constitution” is removed.

CE.14: Skills; Radical Polemic (Relevance).

Grade Eight: World Geography

WG.Introduction: Skills; Geography.

WG.1: Skills; Geography. This item should be eliminated entirely.

WG.2: Skills; Geography. This item should be eliminated entirely.

WG.3: Skills; Geography. This item should be eliminated entirely.

WG.4: Skills; Geography. This item should be eliminated entirely.

WG.5: Geography.

WG.6: Geography.

WG.7: Geography.

WG.8: Geography.

WG.9: Geography.

WG.10: Geography.

WG.11: Geography.

WG.12: Geography.

WG.13: Geography.

WG.14: Skills; Geography. This item should be eliminated entirely.

WG.15: Skills; Geography. This item should be eliminated entirely.

WG.16: Skills; Geography. This item should be eliminated entirely.

WG.17: Skills; Geography. This item should be eliminated entirely.

WG.18: Skills; Geography. This item should be eliminated entirely.

Grade Nine: World History and Geography to 1500 CE

WHI.Introduction: Skills; Secretarial Error; Writing; Radical Polemic (Dating Systems, Migration)

WHI.1: Skills; Geography; Radical Polemic (Dating Systems, Migration); Substantive Revision.

Radical Polemic (Dating Systems): We suggest revising “**Paleolithic Era into the Agricultural Revolution Neolithic Era (approximately 2.6 million years BCE – 3000 BCE)**”, directly above *WHI.1*, to replace both instances of “BCE” with “BC”.

Substantive Revision: Paleogenetics now provide extraordinary new sources of information about the distant human past. We suggest adding **and paleogenetic** to *WHI.1.d.*.

WHI.2: Skills; Radical Polemic (Dating Systems); Substantive Revision

Radical Polemic (Dating Systems): We suggest revising “**Development of Early Civilizations (approximately 4,000 – 3,500 BCE)**”, directly above WHI.2, to replace “BCE” with “BC”.

Substantive Revision: We suggest revising WHI.2.d so that it deals with **cultural** and **political** rather than “social” structures, since all the following examples pertain to culture and politics.

Substantive Revision: We suggest revising WHI.2.g from an exclusive focus on slavery to a comprehensive study of the **social system** throughout the very ancient world, **from leaders to slaves**.

WHI.3: Skills; Substantive Revision.

Substantive Revision: We suggest revising WHI.3.b from an exclusive focus on slavery in the ancient Fertile Crescent to a comprehensive study of **all social classes from leaders to slaves**.

WHI.4: Skills; Inappropriate Diction; Secretarial Error; Radical Polemic (Migration).

WHI.5: Skills; Secretarial Error; Substantive Revision.

Substantive Revision: WHI.5.c gives the false impression that democracy was the only form of Greek government; we suggest revision, for accuracy, to “different forms of **Greek government, including** democracy”.

WHI.6: Skills; Secretarial Error; Radical Polemic (Dating Systems); Substantive Revision.

Substantive Revision: The substance of WHI.6 refers to both the Roman Republic and the Roman Empire; we suggest emendation of the topic sentence to add mention of the **Roman Republic**.

Substantive Revision: WHI.6.a refers to “the existence of slavery” as a strength or a lasting contribution of Rome; this makes no sense, and would appear to duplicate the later and more appropriate citation of slavery as an internal weakness of Rome. We suggest eliminating the phrase and substituting **military proficiency**.

Substantive Revision: WHI.6.a refers to “weakening of the border, and distribution of the news” as internal weaknesses of Rome. The former is obscure and the latter makes no sense. We suggest eliminating both items and substituting **inability to defend against barbarian invasions**.

WHI.7: Skills; Secretarial Error; Substantive Revision.

Substantive Revision: In WHI.7.b, the *Standards* should not limit themselves to Islamic accounts of Islam’s relationship to Judaism and Christianity, since historical scholarship sometimes differs substantially from the Islamic accounts. We suggest deleting the phrase “Islamic teachings on”.

Substantive Revision: WHI.7.d fails to mention Islamic slavery; we suggest adding the phrase **the Muslim importation of slaves from Europe and Africa**.

Substantive Revision: *WHI.7.d* underplays the role coercion played in the spread of Islam and the Arabic language. We suggest deleting the words “and acceptance”.

Substantive Revision: *WHI.7.f* fails to mention Islamic scholarship’s sources in Greek and Persian learning; we suggest adding the phrase **the influence of Greek and Persian knowledge on Muslim scholarship**.

WHI.8: Skills; Substantive Revision.

Substantive Revision: In *WHI.8.e*, we suggest adding **silk** and **porcelain** to the list of influential Chinese discoveries.

WHI.9: Skills; Substantive Revision.

Substantive Revision: *WHI.9* confines itself to West Africa. We suggest revision to include coverage of all of sub-Saharan Africa, by revision of *WHI.9*; revision of *WHI.9.a* (adding mention of **Songhai** to Ghana and Mali); adding a new *WHI.9.b* (**describing Muslim conquests, the Muslim slave trade, and the survival of Christian Ethiopia**); and revising *WHI.9.b-d* (changed to *WHI.9.c-e*).

Substantive Revision: *WHI.9.c* (changed to *WHI.9.d*) underplays the role of military conquest in the extension of Muslim culture to sub-Saharan Africa; we suggest adding the words **military conquest and**.

WHI.10: Skills.

WHI.11: Skills; Culture.

Culture: We suggest adding a new item on medieval European culture, *WHI.11.c*, **describing significant developments in medieval culture (e.g., cathedrals, polyphony, chivalric romance)**.

WHI.12: Skills; Inappropriate Diction; Substantive Revision.

Substantive Revision: In *WHI.12.a*, we suggest adding **common law** to the list of important medieval English legal and constitutional practices.

WHI.13: Skills; Secretarial Error; Radical Polemic (Class); Substantive Revision.

Substantive Revision: In *WHI.13.b*, we suggest removing the phrases “class structures” and “and slavery” and replacing them with **social classes from leaders to slaves**.

Substantive Revision: Meso-American and Andean civilizations lacked many important technologies, such as iron metallurgy. We suggest adding a new item, *WHI.13.e*, **analyzing technological achievements and absences**.

WHI.14: Skills; Substantial Revision.

Substantive Revision: In *WHI.14.b*, the *Standards* should mention explicitly the Renaissance contribution to America’s ideals of liberty. We suggesting adding the phrase **how humanism furthered the values of republicanism, liberty, and individualism**.

Grade Ten: World History and Geography: 1500 CE

WHII.Introduction: Skills; Writing; Radical Polemic (Dating Systems, Relevance).

WHII.1: Skills; Secretarial Error; Inappropriate Diction; Radical Polemic (Dating Systems, Relevance).

Radical Polemic (Relevance): We suggest changing the subheading above *WHII.1*, “Emergence of a Global Age”, to “Age of World Empires”.

Secretarial Error: *WHII.1.e*, which discusses late medieval trade networks, refers to several historical events that appear to belong to a later historical sequence. We suggest deleting “Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, and resulting world conflicts”.

WHII.2: Skills; Secretarial Error; Culture.

Culture: In *WHII.2.b*, we suggest adding two new items on Renaissance European culture, **especially vernacular literature, the growth of the ideal of religious tolerance**.

WHII.3: Skills; Radical Polemic (Amerindians); Substantive Revision.

Substantive Revision: We suggest a substantial revision of *WHII.3*, for accuracy and clarity, so that it reads, “**Students will describe the effect of European exploration, military conquests, commercial expansion, and cultural influence, and the responses of non-Europeans by:**”.

Substantive Revision: *WHII.3.c* assumes a contested historical theory, that “competition for colonies among Britain, France, and Spain changed the economic system of Europe”. We suggest inserting the words **to what extent**, to rephrase the item as an argument to be considered instead of an assertion to be accepted.

WHII.4: Skills; Secretarial Error; Radical Polemic (Dating System, Democracy); Substantive Revision.

Substantive Revision: *WHII.4.a* includes a list of notable figures of the Scientific Revolution and Enlightenment; we suggest adding **Galileo**.

Radical Polemic (Democracy): In *WHII.4.c*, we suggest associating the English Civil War and the Glorious Revolution with **liberty and representative self-government** instead of with “democracy”.

Substantive Revision: In *WHII.4.g*, we suggest clarifying the phrase “the effect of Napoleon” so that it reads “the effect of Napoleon’s **conquests, his eventual defeat**”.

WHII.5: Skills; Radical Polemic (Dating System).

WHII.6: Skills; Radical Polemic (Dating System); Substantive Revision.

Substantive Revision: In *WHII.6.a*, discussing Eastern and Western Africa between 1500 and 1800, we suggest adding the phrase **including Ethiopia and the slaver kingdoms of Oyo, Asante, and Dahomey**.

Substantive Revision: In *WHII.6.b*, discussing Central and Southern Africa between 1500 and 1800, we suggest adding the phrase **including Kongo**.

WHII.7: Skills; Secretarial Error; Radical Polemic (Relevance); Substantive Revision; Culture.

Secretarial Error: In *WHII.7.b*, the phrase “effects of decolonization and other methods of gaining independence” applies to the twentieth century, not the nineteenth. We suggest deleting the phrase.

Substantive Revision: In *WHII.7.b*, we suggest adding an item about Britain’s role in nineteenth-century history: **role of Britain in the industrial revolution, the establishment of the gold standard, classic liberalism, democratic reform, and the antislavery movement**.

Culture: We suggest adding a new item, *WHII.7.d*, **describing the nineteenth-century European intellectual revolution (e.g., Romanticism, Impressionism, the research university, Marie Curie, Charles Darwin, Sigmund Freud, Ada Lovelace)**.

Substantive Revision: In *WHII.7.d* (proposed change to *WHII.7.e*), we suggest adding Japan’s successful response to nineteenth-century imperialism, **Meiji-era Japan**, to the less successful examples given, “Sepoy Mutiny” and “Boxer Rebellion.”

WHII.8: Skills; Secretarial Error; Substantive Revision.

Secretarial Error: *WHII.8* concerns World War One and Interwar Europe, but *WHII.8.a* covers a nineteenth-century topic, “describing the development of nationalist movements in the German states and Italian States”, which is already covered in *WHII.7*. We suggest deleting this phrase.

Substantive Revision: We suggest moving **explaining economic and political causes of World War One** from *WHII.8.b* to *WHII.8.a*.

Substantive Revision: In *WHII.8.d*, we suggest adding the phrase **and explaining the reasons for Allied victory**.

Substantive Revision: In *WHII.8.h*, we suggest a modification and a clarification: “examining the rise **and character** of totalitarianism, **especially in Russia and Germany**.”

WHII.9: Skills; Inappropriate Diction.

WHII.10: Skills; Inappropriate Diction; Secretarial Error; Substantive Revision.

Substantive Revision: In *WHII.10.a*, we suggest adding **Soviet expansionism** to the causes of the Cold War.

Substantive Revision: In *WHII.10.d*, we suggest adding **Lech Walesa** to the list of individuals who played a role in bringing on the end of the Cold War.

WHII.11: Skills; Substantive Revision.

Substantive Revision: In *WHII.11.a*, we suggest bringing up material on modern India from *WHII.12.a*, **including Gandhi’s leadership**.

Substantive Revision: In *WHII.11.b*, we suggest bringing up material on modern Africa from *WHII.12.b*, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa.

WHII.12: Skills; Radical Polemic (Relevance); Substantive Revision.

Substantive Revision: *WHII.12* consists partly of material that repeats the material in *WHII.11* and partly of material that discusses modern genocides with some confusion in detail. We suggest deleting the entire existing item and replacing it with a recast item about modern genocides and democides.

WHII.13: Skills; Secretarial Error; Inappropriate Diction; Radical Polemic (Democracy, Media Literacy, Migration, Relevance); Substantive Revision.

Substantive Revision: *WHII.13.a* will facilitate radical activism. We suggest deleting it entirely.

WHII.14: Culture.

Culture: We suggest adding a new item on twentieth-century world culture.

Grade Eleven: Virginia and United States History

VUS.Introduction: Skills; Writing; Radical Polemic (Perspectives).

VUS.1: Skills; Secretarial Error; Substantive Revision.

Substantive Revision: In *VUS.1.b*, the given examples (“the Spanish Reconquista, the Protestant Reformation, the Counter Reformation”) have no close association with the Age of Discovery. We suggest substituting Henry the Navigator, Hernán Cortés, Francis Drake.

VUS.2: Skills; Secretarial Error; Radical Polemic (Amerindians).

VUS.3: Skills; Inappropriate Diction; Radical Polemic (Diversity, Economics, Perspective, Slaves); Substantive Revision.

Substantive Revision: We suggest adding a new item, *VUS.3.d*, on the eighteenth-century anti-slavery movement: describing the eighteenth-century development of the anti-slavery movement (John Woolman, Benjamin Franklin, Alexander Hamilton, Revolutionary-era abolitions of slavery in the Northern states and the Northwest Territory).

Substantive Revision: We suggest revising *VUS.3.d* (changed to *VUS.3.e*) to emphasize the creative dynamism of African American culture: how African Americans created a new culture by combining African culture, American culture, and Christianity.

VUS.4: Skills; Radical Polemic (Amerindians).

VUS.5: Skills; Secretarial Error; Inappropriate Diction; Radical Polemic (Relevance).

Secretarial Error: *VUS.5* concerns the causes of the American Revolution, but *VUS.5.g* anachronistically concerns “analyzing U.S. Presidents of this era with emphasis on the four presidents from Virginia.” We suggest deleting this item.

VUS.6: Skills; Substantive Revision.

Substantive Revision: VUS.6.c concerns the politics of the early National Era; we suggest adding **including the Kentucky and Virginia Resolutions**, particularly because the Virginia Resolutions enrich discussion of both Virginia history and United States history.

Substantive Revision: We suggest adding VUS.6.d, **analyzing U.S. Presidents from 1789 to 1825, with emphasis on the four presidents from Virginia**, to replace the deleted VUS.5.g in the correct time period.

VUS.7: Skills.

VUS.8: Skills; Inappropriate Diction; Radical Polemic (Amerindians); Culture.

Culture: In VUS.8.c, we suggest adding a new phrase on antebellum American culture, **and the emergence of a common national culture (e.g., Washington Irving, John James Audubon, Stephen Foster)**.

VUS.9: Skills; Inappropriate Diction.

VUS.10: Skills; Inappropriate Diction.

VUS.11: Skills; Secretarial Error; Inappropriate Diction; Radical Polemic (Amerindians); Culture.

Culture: In VUS.11.b, we suggest specifying post-bellum leisure activities by adding **(e.g., vaudeville, professional baseball, amusement parks)**.

Culture: We suggest adding a new item about postbellum American culture, VUS.11.l, **describing the development of Gilded Age culture (e.g., Mark Twain, Winslow Homer, Tin Pan Alley)**.

VUS.12: Skills; Secretarial Error; Inappropriate Diction; Substantive Revision.

Substantive Revision: In VUS.12.b, we suggest adding **the Open Door Policy** to the list of U.S. foreign policy decisions and actions.

VUS.13: Skills; Secretarial Error; Culture.

Culture: In VUS.13.i, we suggest rephrasing the discussion of Interwar American culture to include **the Lost Generation and the Harlem Renaissance; jazz and country; and Jacob Lawrence and Margaret Bourke-White**.

VUS.14: Skills.

VUS.15: Skills; Inappropriate Diction; Radical Polemic (Holocaust, Relevance); Substantive Revision.

Substantive Revision: In VUS.15.b, we suggest removing the descriptor “totalitarianism” from Imperial Japan and adding it to Nazi Germany.

Radical Polemic (Holocaust): VUS.15.j entirely concerns the Holocaust; as we have said, this is properly part of World History, and is placed in United States History to serve radical polemic. We suggest deleting VUS.15.j and adding **the Holocaust** to the list of “major battles **and events** of World War II” in VUS.15.g.

Substantive Revision: In *VUS.15,k* (changed to *VUS.15.j*), we suggest replacing phrasing that facilitates pro-United Nations polemic (“explaining the significance of the United Nations”) with a more historicizing phrase that generally addresses America’s role in building international institutions at the end of World War II: “explaining **America’s goals in creating the World Bank, the International Monetary Fund, and the United Nations**”.

VUS.16: Skills; Inappropriate Diction; Substantive Revision.

Substantive Revision: In *VUS.16.c*, we suggest adding the **Marshall Plan** to “the efforts of the United States to protect Western Europe”.

VUS.17: Skills; Secretarial Error; Inappropriate Diction; Radical Polemic (Community).

VUS.18: Skills; Secretarial Error; Inappropriate Diction; Culture; Substantive Revision.

Culture: We suggest adding a new item on postwar American culture, *VUS.18.f*; **describing post-war American culture (e.g., Robert Hayden, Toni Morrison, Flannery O’Connor, Jackson Pollock, Elvis Presley, Tom Wolfe)**.

Substantive Revision: In *VUS.18.f* (changed to *VUS.18.g*) the list of significant recent issues and events facilitates radical polemics. We suggest substituting **Reagan’s tax rate cuts and deregulation, Clinton’s North American Free Trade Agreement and welfare reform legislation, and George W. Bush’s invasions and occupations of Afghanistan and Iraq**.

Grade Twelve: Virginia and United States Government

GOVT.Introduction: Skills; Writing.

GOVT.1: Skills; Substantive Revision.

Substantive Revision: *GOVT.1.b* concerns historical writings and prior governing documents, but cites “the Great Awakening”; we suggest deleting these words.

GOVT.2: Skills; Secretarial Error; Radical Polemic (Democracy).

GOVT.3: Skills; Secretarial Error.

GOVT.4: Skills; Secretarial Error.

GOVT.5: Skills; Inappropriate Diction; Substantive Revision.

Substantive Revision: In *GOVT.5.f*, we suggest adding **ballot insecurity** to the list of challenges of the election process.

GOVT.6: Skills.

GOVT.7: Skills; Secretarial Error.

GOVT.8: Skills; Secretarial Error.

GOVT.9: Skills; Substantive Revision.

Substantive Revision: In *GOVT.9.e*, we suggest replacing “exert influence on” with **participate in** to describe how individuals and groups interact with state and local governments.

GOVT.10: Skills; Secretarial Error. [Listed as *GOVT.11*.]

GOVT.11: Skills; Secretarial Error; Radical Polemic (Relevance). [Listed as *GOVT.12*.]

GOVT.12: Skills; Secretarial Error; Radical Polemic (Relevance). [Listed as *GOVT.13*.]

GOVT.13: Skills; Secretarial Error. [Listed as *GOVT.14*.]

APPENDIX 2: SUGGESTED REVISIONS: REDLINE DRAFT

Kindergarten: Introduction to History

In kindergarten, students are introduced to the four core disciplines of social studies: **history, geography, civics, and economics**. To give students touchstones for understanding continuity and change, and a sense of their own place in time, the kindergarten history standards address placing events in chronological order and understanding the uses of primary ~~&~~ **and** secondary sources, as well as artifacts. The geography standards address geography in the context of the history taught. Kindergarten students also ~~learn~~ **acquire** basic **knowledge about** maps and globes ~~skills~~ that they will apply in their daily work and that will grow in sophistication and application as students go through school. The **civics** standards for kindergarten describe what patriotism is and how we honor America with state and national symbols, as well as holidays that celebrate our common ancestry and the lives of great Americans who have led the way for us. The **civics** standards for kindergarten address aspects of citizenship that students “practice” at this grade level, such as following rules and respecting the rights and property of others.

Virginia’s English Standards of Learning for kindergarten state that students will “conduct research to answer questions or solve problems using available resources.” See the Kindergarten Curriculum Framework for suggested ways to use the HSS standards, especially the history and civics strands, to generate research ideas for integrated units of study that offer students a chance to ~~apply their literacy skills~~ **improve their ability to read** while studying history. ~~In a similar way, the Framework suggests ways to integrate the study of kindergarten world history topics with the kindergarten science standards for “Life Processes” and “Earth Patterns, Cycles, and Change.”~~

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking, resources, including such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Kindergarten Skills

- ~~Explore~~ artifacts, charts, graphs, diagrams, and more
- ~~Organize and Sequence~~ to understand the past and present
- ~~Identify~~ geographic features
- ~~Think Critically and Ask Questions~~ to solve problems
- ~~Compare and Contrast~~ people, places, and events
- ~~Practice~~ civility and citizenship every day
- ~~Apply~~ kindergarten skills to demonstrate learning and mastery

History

K.1 Students will ~~apply history and social science skills to understand and explain that history is the study of people, places, and events from the past, by:~~

a. organizing past and present events in chronological order, noting “continuity and change” (e.g., making and using timelines, calendars, and schedules);

- b. defining primary and secondary sources and using them to understand past events; and
- c. defining and identifying artifacts.

K.2 Students will ~~apply history and social science skills to describe life of Virginia's earliest settlements:~~

- a. describing the migration of America's first "immigrants" **Amerindians** from Asia at the end of the last Ice Age;
- b. explaining the transition of America's first "immigrants" **Amerindians** from hunting and gathering to farming (e.g., the "Early, Middle and Late Woodland Periods"); and
- c. identifying and describing aspects of the Eastern Woodland civilizations (e.g., soapstone tools and bowls, knives, fired clay cooking and storage vessels—pottery—and stone mound burial culture).

K.3 Students will ~~apply history and social science skills to understand and explain what makes their community locale unique by:~~

- a. identifying their city or county on a map of Virginia;
- b. explaining the roles of important local **citizens** ~~community members~~ (e.g., police, firefighters, teachers, merchants);
- c. identifying historical events; and
- d. telling the stories of the people ~~that~~ **who** developed their locale ~~communities~~.

Geography

K.4 Students will ~~apply history and social science skills to describe the relative location of people, places, and objects by using positional words, (e.g., near/far, above/below, left/right, behind/in front, next to, in between).~~

K.5 Students will ~~apply history and social science skills to demonstrate understanding of the use of maps and globes by:~~

- a. identifying the similarities and differences between a map and a globe;
- b. locating and explaining basic map symbols;
- c. locating and explaining **bodies of** land and water ~~features~~;
- d. identifying the seven continents;
- e. tracing the **Amerindians'** approximate **migration** route of America's first immigrants during the end of the Ice Age into what is now America;
- f. describing the approximate geographic locations of Virginia's first settlements; and
- g. describing the location, climate, and physical features of their **locale** ~~contemporary community~~.

Civics

K.6 Students will ~~apply history and social science skills to~~ define patriotism and explain how ~~communities~~ Americans express patriotism by:

- a. explaining that patriotism is devotion to one's country and concern for its defense;
- b. identifying the American and Virginia flags;
- c. identifying national and state symbols such as the bald eagle, the dogwood, and the cardinal;
- d. pledging allegiance to the American flag and singing patriotic songs such as "My Country Tis of Thee"; and
- e. knowing that the president is the leader of the United States and identifying the current president.

K.7 Students will ~~apply history and social science skills to~~ explain how ~~communities~~ Americans honor local and national traditions and recognize and celebrate holidays, with an emphasis on:

- a. George Washington's Birthday (Presidents' Day).

K.8 Students will ~~apply history and social science skills to~~ practice citizenship in the classroom by:

- a. taking responsibility for one's actions;
- b. following rules and understanding that not following the rules has consequences;
- c. caring for one's personal property and respecting other students' property;
- d. taking turns, sharing, and working well with others for the good of everyone else; and
- e. understanding that the president is elected by citizens eligible and registered to vote at age 18.

Economics

K.9 Students will ~~apply history and social science skills to~~ demonstrate understanding of primary economic principles by:

- a. explaining that Americans are free to work to earn money in order to buy the things they need and want; and
- b. recognizing that Americans are free to make choices about what to buy (in a free market), and that they make choices because they cannot have everything they want.

Grade One

First-grade students build on kindergarten ~~skills~~ **knowledge** in the four core disciplines of social studies: history, geography, civics, and economics. They study the world's first civilizations as well as early colonial life in Virginia. They also research and share their knowledge of people who have made significant contributions to their ~~locales~~ or ~~states~~ **communities**. First graders continue to build ~~their~~ geography ~~skills~~ **knowledge** and connect ~~them~~ **it** to the history they learn. They continue to learn about symbols, holidays, and traditions that honor and foster patriotism. They learn about their rights and responsibilities as citizens and deepen their understanding of their time and place in American and world history as well as in their ~~locales~~ **contemporary** ~~community~~. Finally, they continue to build their knowledge of basic economic principles.

The grade one history topics flow logically from the kindergarten standards, which address prehistoric times. Virginia's ELA standards for kindergarten state that students will "conduct research to answer questions or solve problems using available resources." Refer to the Kindergarten Curriculum Framework for suggested ways to use the HSS standards, especially the history and civics strands, to generate research ideas. ~~The framework also suggests ways to integrate the study of kindergarten history topics with the kindergarten science standards for "Life Processes" and "Earth Patterns, Cycles, and Change."~~ Studying the first world and Virginia civilizations prepares students for the next civilizations they will study in grade two. In Civics, students go beyond explaining ~~that communities,~~ **locales**, states, and nations honor and celebrate patriotism and begin to explore *why*. Students continue to practice aspects of citizenship in the classroom, preparing them to start confirming in grade two their understanding of what some of the rights and responsibilities of citizenship are.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking, resources, including such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Essential First-Grade Skills

- ~~Explore~~ artifacts, charts, graphs, diagrams, and more
- **Organize and Sequence** to understand the past and present
- ~~Identify~~ geographic features
- ~~Think Critically and Ask Questions~~ to solve problems
- ~~Compare and Contrast~~ people, places, and events
- ~~Recognize~~ cause and effect relationships
- ~~Practice~~ civility and citizenship every day
- ~~Apply~~ first grade skills to demonstrate learning and mastery

History

1.1 Students will ~~apply history and social science skills to~~ explain the world's first civilizations by:

- a. defining what a *civilization* is (e.g., settlements, farming, writing, laws, arts, public works);

b. describing life in the Fertile Crescent, **especially in** Mesopotamia, the “cradle of civilization” (e.g., the importance of the Tigris and Euphrates Rivers, the wheel and plow, the “city-state,” polytheistic religion, solar calendar); and

c. describing the *Code of Hammurabi* and its importance as the first written set of laws.

1.2 Students will ~~apply history and social science skills to~~ describe life in Colonial Virginia by:

a. defining and explaining the age of exploration (e.g., reading Peter Sis’s *Follow the Dream* about Columbus and other stories of the first **European** explorers of what is now America);

b. describing the reasons for European migration to America (e.g., search for religious freedom and prosperity); and

c. describing the ~~persistence~~ **daily lives (e.g., shelter, food, culture, work)** of Virginia’s **Indigenous Peoples Amerindians** (e.g., Werowocomoco) and of ~~colonial immigrants~~ **European settlers** in Virginia (e.g., Jamestown), ~~what their day-to-day lives were like (e.g., shelter, food, culture, work),~~ and comparing them **lives of both peoples** to the students’ lives of **Virginians** today.

1.3 Students will ~~apply history and social science skills to~~ describe (by retelling either orally or through dictation and illustration) the stories of the lives of Virginians who have made important contributions to their ~~locales~~ **communities, to the Commonwealth, or to America (e.g., Thomas Jefferson: Monticello, The University of Virginia, *Declaration of Independence*; Meriwether Lewis and William Clark: expedition to explore the land that the United States had ~~acquired~~ **bought from France** in the Louisiana Purchase; Barbara Johns: Moton School Strike; Mary Smith Peake: Hampton University; George Washington: military commander in American Revolution, first president of the United States; Cyrus McCormick: invented the mechanical reaper; Walter Reed: discovered how to treat yellow fever; John Smith: led survival effort at Jamestown settlement, was the first settler to explore the Chesapeake Bay; Lawrence Douglas Wilder: first African American governor of Virginia, first **elected** African American governor in American history; Maggie L. Walker; St. Luke Herald newspaper, St. Luke Penny Savings Bank.**

Geography

1.4 Students will ~~apply history and social science skills to~~ develop their geographic skills **knowledge by:**

a. using basic map symbols, including references to land, water, cities, and roads;

b. using cardinal directions on maps;

c. locating the five major oceans on maps and globes; and

d. constructing simple maps, including a title, map legend or key, and compass rose.

1.5 Students will ~~apply history and social science skills to~~ connect geography to historical events studied by:

- a. locating the Fertile Crescent and Mesopotamia areas and the Tigris and Euphrates Rivers on a contemporary map or globe;
- b. locating and describing the geographic location of student's **locale** ~~community~~, the state of Virginia, and the United States—and describing how the landforms of Virginia affect its climate (e.g., four seasons);
- c. locating the site of Virginia's first colonial settlement (Jamestown); and
- d. locating Washington, D.C., and Richmond on Virginia and United States maps.

Civics

1.6 Students will ~~apply history and social science skills to~~ explain *why* nations, states, and ~~communities~~ **locales have symbols and rituals that honor and foster patriotism by:**

- a. explaining what the stars and stripes signify on the American flag;
- b. explaining what image is on the Virginia state flag and why; and
- c. singing patriotic songs such as, "You're A Grand Old Flag."

1.7 Students will ~~apply history and social science skills to~~ explain how and why ~~communities~~ **Americans honor local and national traditions by recognizing and celebrating holidays, such as:**

- a. Columbus Day; and
- b. Thanksgiving.

1.8 Students will ~~apply history and social science skills to~~ practice citizenship in the classroom by:

- a. valuing honesty in oneself and others;
- b. recognizing the purpose of rules and practicing self-control;
- c. being respectful of others ~~despite differences in ethnic origins, customs, and traditions~~ **and of conscientious disagreement**;
- d. working respectfully with one another to achieve a goal; and
- e. understanding that local and state government representatives are elected by citizens eligible and registered to vote.

Economics

1.9 Students will ~~apply history and social science skills to~~ explain how individuals make economic choices to meet their basic needs **wants by:**

- a. identifying the difference between goods and services;
- b. describing how people can be both consumers and producers;
- c. describing ways people work to earn and save money to purchase goods and services; and
- d. describing why people must make choices because they cannot have everything they ~~need or~~ want.

Grade Two

The standards for grade two explore the characteristics of one of the world's extraordinary ancient civilizations, Ancient Egypt; students also continue to explore early American history (the American Revolutionary era) and ~~examine the greater community beyond their city or town,~~ **learn about** the Commonwealth of Virginia. Second graders research and retell stories of people from the civilizations they study and deepen their understanding of the connections between geography and history. Students in second grade continue to learn about patriotic symbols, extending that understanding to historic homes and other buildings, as well as state and national monuments. They continue to explore the rights and responsibilities of citizenship. They add to their understanding of basic economic principles by learning about resources, barter, and scarcity.

Students ~~apply foundational~~ **use their knowledge of** reading, writing, and communication skills to support their understanding of history and geography; for example, they may ~~apply~~ **conduct** research skills, as well as **practice writing** expository and narrative ~~writing skills,~~ when retelling stories or describing some of the rights and responsibilities of citizenship. ~~Grade two students can apply the grade two science standards, as well, when exploring the civilizations studied in history; for example, using their knowledge of the earth's resources to enhance their understanding of natural resources in the context of economics.~~

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Second-Grade Skills

- ~~Identify~~ types of informational sources
- ~~Differentiate~~ points of view and historical perspectives using details
- ~~Identify and Understand~~ geographic features
- ~~Compare and Contrast~~ ideas and perspectives
- ~~Connect~~ the past and present
- ~~Practice~~ responsible citizenship and civility every day
- ~~Apply~~ second grade skills to demonstrate learning and mastery

History

2.1 Students will ~~apply history and social science skills to~~ describe the geographical, political, economic, social structures, and innovations of Ancient Egyptian Civilization by:

- describing daily life in Ancient Egypt (e.g., the importance of the Nile River, farming, hieroglyphics, polytheistic religion, art);
- explaining why Egyptians thought that the Pharaohs were both *divine* and *mortal*, “God Kings”;
- describing the importance of mummification, pyramids, the Sphinx, and belief in an afterlife; and
- explaining the social class system of Ancient Egypt, ~~including its enslaved people~~ **from leaders to slaves.**

2.2 Students will ~~apply history and social science skills to~~ describe the early American colonists' fight for freedom by:

- a. explaining why the colonists wanted to declare independence from Great Britain **and what liberties they wished to secure**;
- b. what the *Declaration of Independence* is and Thomas Jefferson's role in writing it; and
- e.c.** explaining that the signers of the *Declaration* pledged their "lives, fortunes, and sacred honor" to defend their freedom.

2.3 Students will ~~apply history and social science skills to~~ hear, read, and retell stories about people in Ancient Egypt and from the American Revolutionary era who contributed to their civilizations (e.g., Moses; Cleopatra; Ramesses II; Nefertiti; Tutankhamun; **and American's Founding Fathers such as George Washington, Thomas Jefferson, James Madison, Patrick Henry, Benjamin Franklin, John Adams, Samuel Adams).**

Geography

2.4 Students will ~~apply history and social science skills to develop~~ **increase geographic **knowledge by mapping skills** using globes and maps of the world and the United States ~~by~~ **to:****

- a. ~~locate~~ **ing** the countries of North America and the bordering oceans;
- b. ~~locate~~ **ing** and ~~describe~~ **ing** the equator, the Prime Meridian, and the four hemispheres; and
- c. ~~identify~~ **ing** major rivers, mountain ranges, lakes, and other physical features in the United States.

2.5 Students will ~~apply history and social science skills to~~ connect geography to historical events studied by:

- a. locating what was Ancient Egypt on a contemporary map or globe; **and**
- b.** locating Philadelphia, Pennsylvania, and Yorktown, Virginia, on a map or globe.

Civics

2.6. Students will ~~apply history and social science skills to~~ recognize and explain the significance of state and national symbols and locations that honor and foster patriotism, such as:

- a. the Virginia State Capitol building, the Capitol Square in Richmond, the Yorktown Victory Monument; National Archives;
- b. homes of Virginians who fought for freedom during the American Revolution (e.g., Monticello, Montpelier, Mount Vernon, Scotchtown); and
- c. the Liberty Bell.

2.7 Students will ~~apply history and social science skills to~~ explain how and why communities **Americans honor local and national traditions by recognizing and celebrating **civic** holidays, such as:**

- a. Memorial Day,
- b. Independence Day, and
- c. Veteran’s Day;~~and~~

and learn patriotic songs such as:

- d. ~~learning patriotic songs such as~~ “America the Beautiful.”

2.8 Students will ~~apply history and social science skills to~~ explain that United States citizenship involves, among other things, these rights and responsibilities:

- a. freedom **of speech** to express yourself;
- b. freedom to practice your religion;
- c. voting for local, state, and national representatives;
- d. following the laws made by our representatives at the local, state, and national levels; and
- e. respecting the rights, beliefs, and opinions of other citizens.

Economics

2.9 Students will ~~apply history and social science skills to~~ explain the basic economic principles of:

- a. identifying natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, computers, and buildings);
- ~~b. distinguishing between needs and wants;~~
- eb.** distinguishing between the use of barter and the use of money in the exchange for goods and services; and
- ~~dc.~~ explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Grade Three

Students in grade three build on all content ~~and skills~~ learned in K-2. They make connections between the birth of democracy in ancient Greece and how it affected the formation of the United States government. They add the geography of southern Europe to their geographic knowledge. Third graders learn about the Constitution, including the Bill of Rights, and the structures of the Virginia and United States governments. Third graders build on their knowledge of American patriotism and the United States. Citizenship, in particular the rights guaranteed in the First Amendment. They round out their early elementary understanding of basic economic principles by learning about production, consumption, and supply and demand.

Students continue to apply foundational knowledge ~~and skills~~ from previous History and Social Science Standards of Learning to read and write about ancient Greece and Rome, as well as the structure of the government of the United States. The grade three ELA standards also require students to give formal presentations; teachers may ~~easily integrate that skill by asking~~ students to give oral presentations on the history-social science content delineated here.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

~~Essential Third Grade Skills~~

- ~~• Synthesize~~ evidence from multiple informational sources
- ~~• Differentiate~~ information to better understand the past and the present
- ~~• Predict~~ patterns and trends in history by applying geography skills
- ~~• Compare and Contrast~~ ideas and perspectives
- ~~• Determine Cause and Effect~~ to make connections between the past and the present
- ~~• Apply~~ third grade skills to demonstrate learning and master

History

3.1 Students will ~~apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Greece by:~~

- a. analyzing the connection between the geography of Greece and the development of city-states;
- b. explaining the concept of “polis,” including various concepts of citizenship and their limits;
- c. comparing and contrasting life in Athens and Sparta;
- d. explaining the difference between democracy and oligarchy;
- e. describing the significance of Greek mythology (polytheism) in everyday life; and
- f. describing the arts and architecture of ancient Greece, and their long-lasting influence in the world today (e.g., the Parthenon).

3.2 Students will ~~apply history and social science skills to~~ describe the geographic, political, economic, social structures, and innovations of ancient Rome by:

- a. analyzing the connection between the geography of ancient Rome and its economy;
- b. describing the ~~class~~ **social** system of ancient Rome, including the roles and rights of patricians, plebeians, ~~and enslaved people~~ **slaves, and freedmen** in Roman society;
- c. explaining the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs;
- d. describing the differences between the Roman Republic (e.g., ~~written constitution,~~ **rule of law**, tripartite government, civic duty) and the Roman Empire; explaining how innovations in engineering and architecture contributed to Roman expansion; and
- e. describing the arts and architecture of ancient Rome, and their long-lasting influence in the world today (e.g., the Pantheon).

3.3 Students will ~~apply history and social science skills to~~ describe how the United States came to establish its Constitution, what it is, and what it does by:

- a. explaining the reasons for writing it, “to form a perfect union”;
- b. describing James Madison’s role in writing the United States Constitution;
- c. explaining that the United States Constitution is the supreme law of the land, establishing three branches of government: legislative, executive, and judicial;
- d. explaining the system of checks and balances; and
- e. explaining how the Bill of Rights in particular provides protection for our rights and liberties.

3.4 Students will ~~apply history and social science skills to~~ hear, read, and retell stories about mythical and historical figures in ancient Greece and Rome and of the early American nation (e.g., Socrates, Plato, Aristotle, Hippocrates, Alexander the Great, Crassus, Julius Caesar, Mark Antony, Trajan, Hadrian, Marcus Aurelius, Constantine, Odysseus, Aeneas, James Madison, Alexander Hamilton, George Mason, Thomas Randolph, Tecumseh, John Copley, Gilbert Stuart, Benjamin West, John Russell Pope, Henry Bacon, Frederick Law Olmstead, and Harriet Tubman).

Geography

3.5 Students will ~~apply history and social science skills to~~ describe major geographic features of the continent of Europe by:

- a. Identifying Europe’s countries (especially Greece and Italy), major rivers, mountain ranges, lakes, and other physical features on a map or globe.

3.6 Students will ~~apply history and social science skills to~~ connect geography to historical events studied by:

- a. locating what was ancient Greece and Rome on a contemporary map or globe, including the Roman Empire at its height; and
- b. locating Philadelphia, Pennsylvania on a map.

3.7 Students will ~~apply history and social science skills to~~ recognize and explain the influence of Greek and Roman architecture on significant United States buildings and monuments that honor and inspire patriotism, such as:

- a. The Jefferson Memorial (modeled on the Pantheon in Rome);
- b. The Lincoln Memorial (modeled on the Parthenon in Greece);

and learn patriotic songs such as:

- c. “The Star-Spangled Banner,” our national anthem.

Civics

3.8 Students will ~~apply history and social science skills to~~ explain the basic structure of the United States government by:

- a. explaining why we have governments and the importance of self-rule;
- b. defining the three branches of the United States government and their roles at state and national levels;
- c. describing the purpose of the Bill of Rights; and
- d. explaining how their local governments are organized.

3.9 Students will ~~apply history and social science skills to~~ define citizenship and continue to explain the rights and responsibilities of the United States citizenship, including:

- a. describing the rights guaranteed to citizens in the First Amendment;
- b. supporting and defending the Constitution;
- c. respecting and obeying local, state, and federal laws;
- d. running for elected office;
- e. serving on a jury; and
- f. paying local, state, and federal taxes.

Economics

3.10 Students will ~~apply history and social science skills to~~ explain the basic economic principles of:

- a. production, distribution, and consumption of goods and services (in the ancient and contemporary worlds); and

b. supply and demand.

Grade Four: *Virginia Studies*

The standards for grades four are not organized into the four core social studies strands, as the foundational standards for grades K – three are. Rather, they start with Virginia geography, then flow chronologically, tracking Virginia history from the time that ~~its Indigenous Peoples~~ **Amerindians** first inhabited the region to present day Virginia. The standards ~~address the diverse perspectives of the people~~ **incorporate the histories of all the peoples** who have been part of Virginia's ~~story~~. During the course of study, students will examine the basic geographic features of the region, the history of Virginia's ~~Indigenous Peoples~~ **Amerindians**, the story of English colonization, the arrival of Africans, and the development of colonial society, including slavery. Students will also examine the Virginia Assembly/House of Burgesses, the first representative legislative body in North America; Virginia's role in the American Revolutionary War; and the essential role that key Virginians played in the development of the new American nation, particularly with respect to the Declaration of Independence and the U.S. Constitution. Students will learn about the expansion of Virginia, its role in the Civil War, and how Virginia grew through the twentieth century and into the present.

In grades K – Three, students will have learned about the basic principles and organization of local, state, and federal governments. They will have gained a basic understanding of citizenship, particularly U.S. citizenship, and of basic economic principles that will inform further study of world and U.S. history. In particular, students learn in grade four about the contributions of Virginians during the American Revolution and their role in declaring independence from Britain, preparing students well for the study of Early U.S. history in grade five.

In grade three, students learned how to write a coherent paragraph using evidence to support a topic sentence and closing with a strong concluding statement. Grade four students may apply that ~~skill~~ **knowledge** when writing about Virginia history content. They should use primary and secondary resources as evidence when developing and defending arguments about important aspects of Virginia's history, both orally and in writing. ~~They may apply the skills of creating and presenting multimodal presentations in a similar way.~~ While learning about the proper citation of sources in ELA, students can practice ~~the skills of~~ **how to** crediting sources and ~~of presenting~~ information in their own words.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Fourth-Grade Skills

- ~~Synthesize~~ evidence from multiple informational sources
- ~~Differentiate and Contextualize~~ information to better understand the past and the present
- ~~Determine and Predict~~ patterns and trends in history using geography skills
- ~~Think Critically~~ to construct arguments using evidence from more than one source
- ~~Compare and Contrast~~ historical, cultural, and political perspectives
- ~~Analyze and Explain~~ decisions made in the past
- ~~Engage and Communicate~~ as informed citizens
- ~~Investigate and Research~~ to demonstrate learning

~~• Apply fourth grade skills to demonstrate learning and mastery~~

Virginia's Geography

VS.1 Students will ~~apply history and social science skills to explain the physical geography of Virginia by:~~

- a. locating Virginia and its bordering states on maps of the United States and North America;
- b. locating and describing the relative location and physical characteristics of Virginia's five geographic regions (**Tidewater, Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau**) on a map; and
- c. locating, identifying, and describing basic effects that Virginia's ~~water features~~ **seacoast, estuaries, and rivers** have had on its history, economy, and culture.

Virginia's First People **Amerindian Nations**

VS.2 Students will ~~apply history and social science skills to describe the Indigenous Peoples' nations~~ **Amerindian nations of Virginia by:**

- a. describing Virginia's three most prominent ~~indigenous~~ **Amerindian** language groups (the Algonquian, the Siouan, and the Iroquoian);
- b. ~~describing the diversity within Virginia's indigenous peoples' nations~~ **similarities and differences among different Amerindian nations in Virginia;**
- c. describing the physical environment of, and the **peaceful and warlike** relationships and interactions among, the ~~Indigenous Peoples~~ **Amerindian nations** in Virginia, circa 1600; and
- d. describing how archaeologists have recovered artifacts from important places in the history of Virginia's ~~Indigenous peoples~~ **Amerindian nations** (e.g., Werowocomoco).

English Colonization

VS.3 Students will ~~apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by:~~

- a. explaining the reasons for English colonization (e.g., wealth, adventure, independence, exploration, religious freedom);
- b. describing the geographic influences on the decision to settle at Jamestown;
- c. describing examples of conflict and cooperation between the English colonists and the ~~Indigenous Peoples~~ **Amerindian nations;**
- d. describing the hardships that Jamestown settlers faced and the changes they made to ensure survival (e.g., trade with the Powhatan, the leadership of Captain John Smith, land ownership, the successful commercial cultivation of tobacco);
- e. evaluating the effect of the arrival of Africans and women to the Jamestown settlement;

- f. explaining the significance of establishing the General Assembly (1619), the first representative legislative body in English America; and
- g. describing Bacon's Rebellion.

VS.4 Students will ~~apply history and social science skills to~~ explain the early development of slavery in colonial Virginia by:

- a. ~~comparing European, Amerindian, and African forms of slavery, and comparing slavery with other forms of forced labor such as serfdom and indentured servitude;~~
- b. explaining that European countries began sending ~~enslaved Africans~~ African slaves to the Americas as early as the 16th century;
- ~~b~~c. describing that the Virginia General Assembly passed a law in 1705 that established the legality of owning human beings as property, ~~thus~~ beginning the practice of inter-generational slavery; and
- ~~e~~d. explaining the connection between the growth of tobacco plantations in Virginia and the growth in the number of ~~enslaved Blacks~~ African slaves.

Virginia, the American Revolution, and the Birth of a New Nation

VS.5 Students will ~~apply history and social science skills to~~ learn about key events during the American Revolution with emphasis on explaining the role of Virginia and Virginians by:

- a. identifying the Virginia Declaration of Rights and describing how it protected individual rights and freedoms and how the declaration ~~empowered~~ inspired Virginians to engage in war against Britain.
- b. identifying that Virginia became the first state to adopt its own constitution, ~~which. The Virginia Constitution~~ declared independence from British rule and set the framework for a separation of powers: ~~between~~ the general assembly and the governor.
- c. identifying the main events leading up to the American Revolution including the sugar tax, Proclamation of 1763, Stamp Act, Quartering Act, boycotts against British goods, and the Boston Massacre;
- d. examining the reasons as expressed in the Declaration of Independence why the colonies went to war with Great Britain;
- e. examining the important contributions of Virginians during the Revolutionary War era (e.g., Patrick Henry, Thomas Jefferson, George Mason, George Washington, free and ~~previously enslaved~~ manumitted Black African American soldiers in colonial militias);
- f. explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg (e.g., Jamestown fire, Williamsburg's higher elevation, military defense, cleaner water); and
- g. identifying the importance of the American victory at Yorktown.

VS.6 Students will ~~apply history and social science skills to~~ explain the growth of the new American nation with emphasis on the role of Virginians by:

- a. describing the role that Thomas Jefferson played both in Virginia’s first government and in declaring independence from Great Britain;
- b. describing the role that James Madison played in writing the U.S. Constitution and the Bill of Rights, as the “Father of the U.S Constitution”;
- c. explaining the principles in the founding documents of Virginia and the United States (e.g., the Declaration of Independence; the U.S. Constitution, especially the Bill of Rights; Virginia Statute for Religious Freedom);
- d. explaining why George Washington, America’s first president, is called the “Father of our Country”;
- e. describing Nat Turner's Rebellion, its aftermath, and its ~~impact~~ **effect** on slavery in Virginia;
- f. describing the purpose and functions of the three branches of the United States government and Virginia’s current state government;
- g. explaining the influence of geography and technological advances on ~~the~~ **Americans’ westward migration** and ~~its impact on~~ **the role of** Virginians into other states and western territories in the first half of the 1800s; and
- h. explaining Virginia’s prominence in national leadership, emphasizing its eight presidents from Thomas Jefferson to Zachary Taylor.

Civil War and Reconstruction

VS.7 Students will ~~apply history and social science skills to analyze key events of the Civil War and explain Virginia’s role in the Civil War by:~~

- a. explaining the basic causes for the Civil War;
- b. evaluating 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;
- c. identifying and explaining the roles of notable Virginians (e.g., **Winfield Scott**, George Thomas, Thomas J. “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Powhatan Beaty);
- d. identifying major battles that took place in Virginia (e.g., First and Second Manassas, Fredericksburg, Mc Dowell/Jackson’s Valley Campaign, Chancellorsville, Petersburg, Appomattox, Harpers Ferry); and
- e. evaluating the experiences of ~~Indigenous Peoples, European Americans, and enslaved and free Blacks~~ **African Americans (free and slave), whites, and Amerindians** during the war (e.g. Clara Barton, **Sally Tompkins**, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, Mary Bowser, **Ely Parker**).

VS.8 Students will ~~apply history and social science skills to explain the reconstruction of Virginia following the Civil War by:~~

- a. describing what the 13th amendment to the Constitution accomplished;
- b. examining the effects of Reconstruction on life in Virginia;

- bc. describing the role that the “freedmen’s schools” played in the lives of African Americans in Virginia after the Civil War;
- ad. describing the effect of the Supreme Court’s *Plessy v. Ferguson* decision;
- ee. analyzing the effects of segregation and “Jim Crow” laws on life in Virginia; and
- df. explaining the significance of Jackson Ward in Richmond and Vinegar Hill in Charlottesville.

Change and Growth of Virginia

VS.9 Students will ~~apply history and social science skills to~~ understand the ways in which Virginia became interconnected and diverse by:

- a. explaining the importance of railroads, new industries, and the growth of cities to Virginia’s economic development in the late 1800s;
- b. explaining the economic and social transition from a rural society to a more urban society;
- c. identifying the historic roles of notable Virginians, such as Pearl Bailey, Russell Baker, Harry F. Byrd, Sr., Willa Cather, Ella Fitzgerald, Robert Walter Johnson, George Marshall, Virginia Randolph, and Tom Wolfe; and
- ed. evaluating how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens (e.g., Equal Suffrage League, Maggie L. Walker).

VS.10 Students will ~~apply history and social science skills to~~ describe the Civil Rights Movement in Virginia by:

- a. explaining the causes and effects of desegregation and Massive Resistance (e.g., 1940 Norfolk School Board case, 1951 Farmville protest, the Supreme Court’s *Brown v. Board of Education* decision, 1964 Prince Edward County Supreme Court case, “Redlining,” ~~the displacement of Virginia families when the Blue Ridge Parkway was built, the effects that the building of interstate highways had on marginalized communities,~~ and *Loving v. Virginia* Supreme Court decision in 1967); and
- b. investigating the political, social, or economic effects of choices made by Virginians during the civil rights era (e.g., Maggie L. Walker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, Barbara Johns, A. Linwood Holton, Jr., and L. Douglas Wilder).

Into Virginia’s Future

VS.11 Students will ~~apply history and social science skills to~~ explain Virginia’s **current role in **America and the world** ~~the global economy in the 2000’s, geography, and economics~~ by:**

- a. exploring the major products and industries of 21st Century Virginia (e.g., software engineering, other technology, defense industry, federal government); and
- b. exploring the ~~impact~~ **effect** of the ideas, innovations and advancements of Virginians **in America and the world** ~~on a global market~~.

Grade Five: *United States History to 1865*

The Standards for United States History to 1865 are generally covered in upper elementary or middle school grades (Grade 5 – 8). Students develop an understanding of United States history from precolonial times, when ~~the Indigenous Peoples who first~~ **only Amerindians** inhabited the North American Continent, through the American Revolution and the founding of our Constitutional republic, and through the end of ~~t~~**The Civil War** in 1865. Students will analyze the people, places, and events that shaped the young nation, ~~emphasizing the diverse perspectives of the various people~~ **learning the histories of all the peoples** who are part of ~~our~~ **American** history during this era. Students will study primary source documents that laid the foundation for American ideals and institutions and examine **a wide range of sources about** ~~from multiple perspectives surrounding~~ key events in early American history, including the Civil War. Grade five students solidify understanding of U.S. geography, learning about the varied geographic features of America’s major geographic regions and major **bodies of water features**.

Having learned about Virginia’s rich history in grade four, including the role that key Virginians played in the formation of the United States, grade five students are well prepared to examine the people and events that formed the new nation and about the causes, course of events, and effects of the Civil War. This exploration of America’s early years prepares students well for their study of American history after the Civil War and into the 21st century.

In grade five ELA, students ~~enhance their understanding of the~~ **increase their ability to conduct** research ~~process~~ by focusing on evaluating the relevance, reliability, and credibility of information collected to create a research ~~product~~ **paper**. Students also define the meaning and consequences of plagiarism. These important standards are easily applied when students conduct research in the context of this U.S. history course. Students may conduct research about the people and events delineated here with the same emphasis on the evaluation of sources, achieving the goals set forth in two different content areas with assignments that are compelling for students. Similarly, students may ~~apply their~~ **practice** reading comprehension skills when reading historical fiction and nonfiction texts, including primary resources, in this course. As students build on previous content knowledge, their reading comprehension at increased levels continues to improve.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Fifth-Grade Skills

- ~~Synthesize~~ evidence from multiple informational sources
- ~~Differentiate and Contextualize~~ information to better understand the past and the present
- ~~Determine and Predict~~ patterns and trends in history using geography skills
- ~~Think Critically~~ to construct arguments using evidence from more than one source
- ~~Compare and Contrast~~ historical, cultural, and political perspectives
- ~~Determine Cause and Effect~~ to analyze connections between the past and the present
- ~~Analyze and Explain~~ decisions made in the past
- ~~Engage and Communicate~~ as informed citizens

- ~~Investigate and Research~~ to demonstrate learning
- ~~Apply~~ fifth grade skills to demonstrate learning and mastery

Geography of North America

USI.1 Students will ~~apply history and social science skills to~~ use maps, globes, photographs and other tools as necessary to:

- locate North America in relation to the other continents, and the oceans;
- locate and describe 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 major **bodies of** 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
- memorize the 50 states and their capitals throughout the year.

Early Cultures of North America

USI.2 Students will ~~apply history and social science skills to~~ describe how early cultures developed throughout North America by:

- describing how archaeologists have recovered artifacts from ancient settlements to develop theories about when the first humans came to America;
- describing the methods and results of paleogenetic analysis of Amerindians;** and
- ~~bc.~~ locating where ~~Indigenous Peoples~~ **Amerindians** lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.

USI.3 Students will ~~apply history and social science skills to~~ explain European exploration and colonization in North America by:

- describing the motivations for, obstacles to, and accomplishments of the Dutch, Spanish, French, Portuguese, and English explorations; and
- describing cultural and economic interactions between Europeans and ~~Indigenous Peoples~~ **Amerindians** that led to cooperation and conflict.

USI.4 Students will ~~apply history and social science skills to~~ describe the Transatlantic Slave Trade and its economic ~~impact~~ **effect on the Western hemisphere by:**

- identifying the location and characteristics of ~~West African societies of Ghana, Mali, and Songhai before European exploration~~ **the West African slaver kingdoms of Oyo, Asante, and Dahomey;**

- b. describing the arrival of the first Africans to British North America;
- c. identifying **the economic dimensions of the** slave trade as ~~profitable business~~ in America (e.g., as reflected in ships' manifests, tax receipts, bills of sale, and insurance policies);
- d. identifying the challenges and hardships that ~~enslaved people brought to~~ **slaves faced in** the United States ~~face~~; and
- e. identifying the kinship, family ties, and common values that **shaped the culture and society of African American slaves** ~~helped enslaved people cope with the conditions of slavery.~~

Colonial America and the American Revolution

USI.5 Students will ~~apply history and social science skills to~~ explain the social, political, religious, economic, and geographic factors that shaped colonial America by:

- a. describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;
- b. explaining Virginia's importance as one of the most populous and wealthiest colonies;
- c. describing the widespread liberty, suffrage, and prosperity of colonial America;**
- ~~ed.~~ **the lives** of various groups including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and ~~enslaved and free Blacks~~ **free and slave African Americans;**
- ~~de.~~ describing the specialization and interdependence of the regions on one another; and
- ~~ef.~~ explaining the changing political and economic relationships between the colonies and Great Britain (e.g., representative self-rule in the colonies).

USI.6 Students will ~~apply history and social science skills to~~ explain the causes, key events, and effects of the American Revolution by:

- a. identifying the causes and effects of the French and Indian War;
- b. comparing and contrasting the viewpoints of Loyalists and Patriots;
- c. describing how Enlightenment ideas, the Great Awakening, Judeo-Christian religion, Magna Carta, **common law**, and ideals from ancient Rome and Greece shaped the revolutionary movement in America and led to the writing of the Declaration of Independence and the formation of the United States government;
- d. explaining the "injuries and usurpations," as they were called in the Declaration of Independence, that led to the American Revolution;
- e. describing the significance of key events **leading to and including the Declaration of Independence** (e.g., "taxation without representation," the Boston Tea Party, Boston Massacre, **First and Second Continental Congresses**, Battles of Lexington and Concord, ~~Battles of Trenton, King's Mountain, Battle of Yorktown~~); ~~and the roles of key individuals including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, and the Marquis de Lafayette; and~~

- f. explaining the course of events in the ~~war~~ **American Revolution** (e.g., major battles **and military events** such as ~~Lexington and Concord~~, Bunker Hill, Trenton, **Valley Forge, Saratoga, King's Mountain**, Yorktown) and reasons why the colonies were able to defeat Great Britain; **and**
- g. **describing the roles of key individuals including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, and the Marquis de Lafayette.**

A New Nation and Its Expansion

USI.7 Students will ~~apply history and social science skills to~~ describe the challenges faced by the new nation by:

- a. explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation;
- b. describing the historical development of the Constitution of the United States, with an emphasis on the role of Virginians **James Madison and John Marshall**;
- c. explaining what the Constitutional Conventions was and what the Three-Fifths Compromise was;
- d. explaining the debate over ratifying ~~of~~ the Constitution and the reasons for the addition of the Bill of Rights;
- e. explaining the three branches of U.S. government;
- f. identifying John Randolph and his opposition to a strong federal government;
- g. describing the annexation of Texas and the Mexican War;
- h. analyzing the causes and effects of Indian Removal policies (e.g., the Removal Act, Trail of Tears, Seminole Wars), **explaining the contemporary debate among Americans about the morality and legality of these policies**, and describing the role of key people including Chief John Ross, Chief Osceola, and Andrew Jackson; and
- i. describing the major accomplishments of the first five presidents of the United States (e.g., the exploration and expansion of U. S. territory during Thomas Jefferson's presidency due to the Lewis and Clark expedition and the Louisiana Purchase, **the Barbary Wars, and the Monroe Doctrine**).

USI.8 Students will ~~apply history and social science skills to~~ explain westward expansion and reform in America from 1801 to 1861 by:

- a. describing the reasons why Americans wanted to settle the west (e.g., adventure, land, religion, profit, **a good life**);
- b. describing how territorial expansion affected the political map of the United States, such as the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, and the acquisitions of Florida, Texas, Oregon, and California;
- c. explaining how geographic and economic factors influenced the westward movement of settlers;

- d. describing the aspirations of pioneers and the ~~impact~~ **effect** of westward expansion on ~~Indigenous Peoples~~ **Amerindians**;
- e. describing the causes, course of events, and effects of the War of 1812 (e.g., conflicts with European states over U.S. territorial expansion, the burning of Washington, D.C., the role of Andrew Jackson, and the effects of the war on ~~Indigenous Peoples~~ **Amerindians** in the U.S.);
- f. explaining the ~~impact~~ **effect** of American innovators, inventions, and free enterprise including the cotton gin, the reaper, the steamboat, **the telegraph, the Colt revolver**, and the steam locomotive; and
- g. explaining ~~how the expansion of U.S. territory led to increased momentum for the rise of abolitionist and women's suffrage reform~~ **emancipation** movements.

The Civil War

USI.9 Students will ~~apply history and social science skills to describe the causes, major events, and effects of the Civil War by:~~

- a. describing how slavery affected the cultural, economic, and constitutional debates that divided the nation;
- b. describing how **transformations of** agriculture and industry affected ~~or perpetuated~~ **the economic underpinnings of** slavery;
- c. explaining how the geographical expansion of the United States ~~amplified~~ **heightened the stakes of** Americans' ~~divergent~~ **conflicting** views about ~~the issue of~~ slavery;
- d. describing the Missouri Compromise and what it accomplished;
- e. explaining the **catalysts** for secession and the factors that led individual states to remain in the Union or join the Confederacy;
- f. describing how individuals influenced the course of the Civil War including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William Tecumseh Sherman, and Frederick Douglass;
- g. describing critical developments in the war, including the strategic and tactical decisions associated with major battles (Fort Sumter, First Manassas, Shiloh, Gettysburg, Appomattox); and
- h. describing the effects of war **on all Americans** ~~from the various perspectives of Union and Confederate soldiers, Indigenous People, women, and enslaved African Americans.~~

Grade Six: United States History: U.S. History 1865 to the Present

Grade six students continue to develop an understanding of the challenges that faced Americans after the Civil War, through two world wars, and **to the present** ~~into a postmodern society whose innovations have radically changed the way Americans live in the 21st century.~~ Students analyze how the United States developed and changed throughout this time, emphasizing multiple ~~perspectives on~~ **interpretations of** important issues and events. Throughout the chronological study of United States history since 1865, students will understand how the growth of the United States following the Civil War transformed the country and led to **the** growth of the United States into a world power. Grade six students will understand the causes and events that led to World War I, World War II, and the fall of communism in Eastern Europe and the dissolution of the Soviet Union.

The study of early American history in grade five ~~well~~ prepared students in grade six to continue the exploration of America and Americans through its expansion in the early 20th century, through two world wars, and into contemporary times. In particular, having acquired good knowledge of America's earliest years, especially its founding principles, students in grade six are well-equipped to ~~grapple with larger essential questions~~ **learn** about how we have **expanded the sphere of liberty since 1865** ~~tried to live up to our founding principles in the 20th century, and how we could strive to do better.~~ Sixth graders learn about American heroes and innovators who improved life for Americans and all of humanity. Students are introduced or reintroduced to key events in American history such as the **Great Depression and the Civil Rights Movement** ~~and the Great Depression.~~ Students have the opportunity **in later grades** to explore these topics **in greater depth** ~~more critically in later grades.~~

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Sixth Grade Skills

- ~~Synthesize~~ evidence from multiple informational sources
- ~~Differentiate and Contextualize~~ information to better understand the past and the present
- ~~Determine and Predict~~ patterns and trends in history using geography skills
- ~~Think Critically~~ to construct arguments using evidence from multiple sources
- ~~Compare and Contrast~~ historical, cultural, and political perspectives
- ~~Determine Cause and Effect~~ to analyze connections between the past and the present
- ~~Analyze and Explain~~ decisions made in the past and present
- ~~Engage and Communicate~~ as informed citizens
- ~~Investigate and Research~~ to demonstrate learning
- ~~Apply~~ sixth grade skills to demonstrate learning and mastery

Westward Expansion

USII.1 Students will ~~apply history and social science skills to~~ analyze westward expansion after the mid-19th century by:

- a. identifying the motivations for westward expansion (e.g., ~~climate~~, economic challenges, seeking new opportunities, the Gold Rush, Manifest Destiny) and their political, social, and economic effects;
- b. explaining how technology allowed settlers to adapt to the physical features and climate of the West and how westward expansion spurred technological growth (e.g. the spread of the printing press, the telegraph, the railroads, ~~gunpowder~~, **firearms, barbed wire, artesian wells**, the steamboat, roads, and canals);
- c. detailing the events and developments associated with the Northwest Ordinances, Oregon Treaty, Pacific Railway Act, Gadsden Purchase, Pony Express, annexation of Texas, Treaty of Guadalupe Hidalgo, and the Homestead Act;
- d. describing the key routes of westward expansion including the Oregon Trail, Mormon Trail, Santa Fe Trail; and
- e. explaining the effect that westward expansion had on ~~Indigenous Peoples~~ **Amerindians**.

Effects of Reconstruction

USII.2 Students will ~~apply history and social science skills to~~ understand the effects of Reconstruction on American life by:

- a. analyzing the goals and the effects of the Thirteenth, Fourteenth, and Fifteenth Amendments, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, and how they changed the meaning of citizenship in America;
- b. comparing plans for Reconstruction including Lincoln’s Ten Percent Plan, President Johnson’s Plan, and the Radical Republican Plan for Reconstruction;
- c. describing the role of Congress and the Supreme Court in Reconstruction policies;
- d. describing the role and motivations of “carpetbaggers” and “scalawags” during Reconstruction;
- e. describing tenant farming and sharecropping in a **the** post-Civil War South;
- f. detailing the ~~impact~~ **effect** of Reconstruction policies on the South and North and how they affected individual rights and freedoms;
- g. describing the legacies of Abraham Lincoln (including The Gettysburg Address), Ulysses Grant, Robert E. Lee, Hiram Revels, Frederick Douglass, and Mark Twain;
- h. describing the role of ~~Black~~ **African American** politicians during Reconstruction, including Dr. Daniel M. Norton and Edward David Bland from Virginia;
- i. describing racial segregation, the rise of “Jim Crow” laws, Black Codes, ~~redlining~~, and other constraints faced by African Americans and other people **after** ~~during post~~-Reconstruction;
- j. detailing the rise of violence and intimidation of Black Americans including lynching and armed conflict, the formation and actions of ~~hate groups~~ **paramilitaries** such as the Ku Klux Klan, the White League, and the Red Shirts;

k. analyzing African American responses to Jim Crow (e.g. underground cotton markets; formation of the NAACP; strikes, protests; the work of leaders like Booker T. Washington; W.E.B. DuBois; Mary White Ovington; Ida B. Wells-Barnett; role of **Historically Black Colleges and Universities (HBCUs)**; Maggie Walker; **aspiration and success in the realms of education, economics, religion, and culture**); and

l. explaining how the presidential election in 1876 ended Reconstruction.

Industrialization and Growth

USII.3 Students will ~~apply history and social science skills to~~ understand how industrialization changed life in rural and urban America after the Civil War by:

a. explaining ~~relationships among~~ **how** natural resources, transportation, and industrial development **have fueled economic growth** from 1865 to the present day;

b. describing the ~~impact~~ **effect** of new technology and the growth of industry on American farms and in cities (e.g. water-powered mills, canals, the cotton gin, the steam engine, the reaper, the railroads, sewing machines, typewriters, **elevators**, machinery for tool manufacture);

c. detailing the reasons for the increase in immigration in the 19th century (e.g. search for prosperity, potato blight, cholera epidemic, freedom from religious and political persecution);

d. describing the growth of cities and the challenges that the expansion caused;

e. evaluating and explaining the ~~impact~~ **effect** of the Progressive Movement on the challenges created by the rapid transformation of the country after the Civil War (e.g. the role of muckrakers, the Meat Inspection Act, Pure Food and Drug Act, the Seventeenth Amendment, anti-trust laws, organized labor, creation of the Federal Reserve, women's suffrage movement, temperance movement, corruption, mafia, and the eugenics movement);

f. explaining the effect of Populism in the United States and Virginia (e.g. Grange, Farmers' Alliance, and People's Party); and

g. evaluating the legacy of Theodore Roosevelt on the conservation of lands, the establishment of national parks and monuments, and the preservation of wildlife.

USII.4 Students will ~~apply history and social science skills to~~ explain how the United States gained international power and expanded its sphere of international influence from the late nineteenth century through World War I by:

a. explaining the growth of United States' territories, including the reasons for and results of the Spanish-American War (e.g. Cuban War for Independence, Treaty of Paris, U.S. acquisition of territories: Guam, Puerto Rico and the Philippines);

b. describing developments in American foreign policy including the expansion of the Monroe Doctrine to include the Roosevelt Corollary, the Open Door Policy, Theodore Roosevelt's "Big Stick" policy, the building of the Panama Canal, and "dollar diplomacy";

~~bc.~~ analyzing the major events/battles of ~~the war~~ **World War One** and examining the roles of key leaders and groups (e.g. air warfare, submarine warfare, Zimmerman telegram and the sinking of

the Lusitania, the experiences of soldiers in trench warfare and its long-lasting effects, Harlem’s “Hellfighters”);

ed. describing U.S. responses to the war including ~~Theodore Roosevelt’s foreign policy~~, Woodrow Wilson’s Neutrality Acts, and other key events, such as ~~the expansion of Monroe Doctrine~~, the use of wartime propaganda, and the Espionage Act, ~~and building the Panama Canal~~);

de. evaluating and explaining the pros and cons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war (e.g. Wilson’s 14 Points, the Treaty of Versailles, League of Nations, Paris Peace Conference, **American Relief Administration**); and

ef. explaining how post-war sanctions set the stage for World War II.

USII.5 Students will ~~apply history and social science skills to~~ analyze the social, political, 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 (e.g. Henry Ford, Alexander Graham Bell, **Thomas Edison**, Granville Woods);

b. describing the social and economic changes that took place, including prohibition and the Great Migration north and west;

c. differentiating between capitalism and communism and how each affected America during the early 1900s, including the Bolshevik Revolution, **anarchist bombings**, and the first Red Scare;

d. explaining the importance of **the campaign for** Women’s Suffrage and key events in history that led to the Nineteenth Amendment (e.g. Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells, Sojourner Truth);

e. examining art, literature, and music from the 1920s and 1930s, including but not limited to the Harlem Renaissance (e.g. proliferation of jazz and blues music, movement from “realism” to “modernism” in visual art and literature);

f. analyzing the effects of the “Roaring Twenties,” the Great Depression, and the Dust Bowl on Americans’ lives; and

g. describing the major features of Franklin D. Roosevelt’s New Deal: how it helped some Americans and hurt others.

World War II and America’s Transformation

USII.6 Students will ~~apply history and social science skills to~~ analyze the major causes, events, and effects of America’s role in World War II by:

a. explaining the rise and spread of militarism and totalitarianism internationally (e.g. Imperial Japan, fascist Italy, Nazi Germany, communist Russia);

b. explaining the causes and events that led to American involvement in the war, including the war in the Pacific, the attack on Pearl Harbor, and the policy of appeasement towards Nazi Germany;

- c. locating and describing the major events and turning points of the war in Europe and the Pacific (e.g. **Battle of Midway**, Battle of the Atlantic, **Guadalcanal**, Operation Torch, Operation Overlord/Battle of Normandy, Battle of the Bulge, **Okinawa**, Battle of Berlin, D-Day, **the Holocaust**);
- d. identifying the roles and sacrifices of individual American military servicemen, as well as the unique contributions of the special fighting forces (e.g. the Tuskegee Airmen, the 442nd Regimental Combat Team, the Navajo Code Talkers);
- e. evaluating the effect of the war on the home front (e.g. **end of the Great Depression, industrialization of South and West, large migrations out of the South and to the West Coast, efforts to eliminate employment discrimination**, women in the workforce, POWs in American, Japanese internment camps, rationing, conservation, war bonds, GI Bill);
- ~~f. examining the consequences of the Holocaust including antisemitism, Nuremburg Laws, restricting civil rights, resistance efforts, Nuremburg Trials;~~
- gf. examining the course of events and the pros and cons of the Manhattan Project;
- hg. describing the events that led to the surrender of Axis Powers and America's role in the Allied victory; and
- ih. explaining how key decisions **made by Allied forces**, like the Atlantic Charter, ~~made by Allied forces~~ affected the course of the war and the world thereafter.

Contemporary America

USII.7 Student will ~~apply history and social science skills to analyze 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 superpowers, the establishment of the United Nations, **the Truman Doctrine**, The Marshall Plan, and the Berlin airlift;
- b. examining the role of the United States in defending freedom during the Cold War with the Soviet Union, including study of the differences in their views on self-governance, their forms of government and their economies; the wars in Korea and Vietnam; the Cuban missile crisis; and the collapse of communism in Eastern Europe;
- c. describing the competition for space exploration and nuclear capability;
- d. describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, ending the military draft, women, and minorities; and
- e. explaining the ~~impact~~ **effect** of technological advances during and after the war (e.g., sonar, radar, the cavity magnetron, nascent computers, television; and advances in medicine such as blood transfusions, skin grafts, antibiotics, and globalization) on American day-to-day life.

USII.8 Students will ~~apply history and social science skills to analyze the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:~~

- a. exploring the accomplishments of innovators and heroes who affected America and the world during this era (e.g., Martin Luther King, Jr., Dorothy Height, Marian Anderson, John F. Kennedy, and Ronald Reagan);
- b. detailing the key events and ~~change-makers~~ **individuals** of the Civil Rights Movement in America and Virginia including Martin Luther King, Jr, **Herbert Brownell**, Rosa Parks, Malcolm X, Rosa Parks, Ruby Bridges, John Lewis, Medgar Evers, Ralph Abernathy, boycotts, Selma, Massive Resistance, **and Lyndon Johnson**;
- c. Examining key events of the time including the Apollo Missions and landing on the moon, presidential assassination and other assassination attempts, the women's movement of the 1960's and 70s, creation of public sector labor unions, Nixon's resignation.
- d. describing the development of new technologies in communication, entertainment, and business and their effect on American life (e.g. the microphone, television, computers, magnetic tape, the electric guitar, the synthesizer, mobile phones, digitized music, photography and video);
- e. evaluating and explaining post WWII American foreign policy, particularly the roles played by Ronald Reagan, Margaret Thatcher, Pope John Paul II, and Mikhail Gorbachev in the fall of communism in Eastern Europe and the dissolution of the Soviet Union; and
- f. analyzing the September 11, 2001 attack on America and the Global War on Terror.

Grade Seven: Civics and Economics

Students deepen and broaden their understanding of the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles on which the constitutions of Virginia and the United States were established, identify the rights and responsibilities of citizenship, and describe the structure and operation of government at the local, state, and national levels. Students gain practical knowledge about how the American government functions at all levels. Students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will focus on individual rights and responsibilities to understand traits such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, which facilitate thoughtful and effective participation in the America's civic life of an increasingly diverse democratic society.

Students will have developed good foundational knowledge of United States history and civics in grades K – 6 that will serve them well as they explore more deeply the foundational principles that led to the establishment of the U.S. government and the role of commerce, both domestically and internationally. Students will explore the basic structures of Virginia and United States government and economic systems, as well as the intellectual and practical skills knowledge necessary for citizenship. Students may easily apply the grade seven English standards for media literacy here, while analyzing the role that multimedia plays in both civic and economic life.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Seventh Grade Skills

- ~~Synthesize~~ evidence from multiple informational sources
- ~~Evaluate~~ sources for accuracy, credibility, bias, and propaganda
- ~~Determine and Predict~~ patterns and trends in history using geography skills
- ~~Think Critically~~ to construct arguments using evidence from multiple sources
- ~~Compare and Contrast~~ multiple perspectives using maps and other visual images
- ~~Determine Cause and Effect~~ to analyze geospatial connections and understand the past and present
- ~~Analyze and Explain~~ decisions made in the past and present
- ~~Engage and Communicate~~ as informed citizens
- ~~Investigate and Research~~ to demonstrate learning
- ~~Apply~~ seventh grade skills to demonstrate learning and mastery

American Constitutional Government

~~CE.1 Students will apply history and social science skills to explain the foundations of American constitutional government by:~~

- a. explaining the fundamental principles of: consent of the governed, limited government, rule of law, representative democracy, and constitutional republic;
- b. describing the influence of the Magna Carta; English Common law; charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612; the Virginia Declaration of Rights; the Declaration of Independence; the Articles of Confederation; and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
- c. compare and contrast debates, compromises, and plans ~~surrounding~~ **about** the drafting and ratification of the U.S. Constitution.
- d. describing the purpose of the Constitution of the United States as stated in its Preamble;
- e. explaining the fundamental principles and concepts of the U.S. government, including Creator-endowed unalienable rights, due process, equal justice under the law, equal protection, federalism, elections and a representative government, limited government, right to private property, popular sovereignty, right to privacy, rule of law, supremacy clause, and separation of powers; and
- f. describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

CE.2 Students will ~~apply history and social science skills to~~ analyze how American constitutional government functions at the national level by:

- a. describing the structure and powers of the government (the three branches of government);
- b. explaining the principle of separation of powers and the operation of checks and balances;
- c. explaining the lawmaking process; and how individuals and interest groups can influence public policy; and
- d. describing the particular role and powers of the executive branch (i.e., as explained in Article II of the U.S. Constitution).

CE.3 Students will ~~apply history and social science skills to~~ analyze how constitutional government functions at the state level by:

- ea.** describing the structure and powers of the state government (the three branches of government);
- ab.** explaining the relationship between state governments and the national government in the federal system referencing Federalist #10 and the tension that exists between state and federal powers;
- bc.** explaining the state lawmaking process; and
- ed.** describing the roles and powers of the executive branch and regulatory boards as they affect states.

CE.4 Students will ~~apply history and social science skills to~~ analyze American constitutional government at the local level by:

- a. describing the structure and powers of the local government and explaining the local lawmaking process;
- b. explaining the relationship between local government and the state government;
- ~~c. describing the impact of international issues and events on local decision making; and~~
- ~~d. comparing and contrasting powers and responsibilities of local, state, federal, and tribal governments including citizen engagement, how each is financed, and how they work together and separately.~~

CE.5 Students will ~~apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by:~~

- a. describing the system of state and federal courts, what jurisdiction is, and what judicial review is;
- b. describing how due process protections seek to ensure justice;
- c. comparing and contrasting civil and criminal cases; and
- d. explaining the effects of Supreme Court cases affecting the judiciary, such as Marbury v. Madison.

Citizenship and Civic Life

CE.6 Students will define citizenship by:

- a. describing the processes by which an individual becomes a citizen of the United States;
- b. describing the rights and privileges guaranteed by the First Amendment freedoms of religion, speech, press, assembly, and petition and the rights guaranteed by due process and equal protection under the law (5th and 14th amendments);
- c. describing the rights and privileges guaranteed by the other amendments of the Bill of Rights;**
- d. describing the responsibilities of U.S. citizenship, including obeying the laws, paying taxes, defending the Constitution, serving on a jury, and voting;**
- ~~e. explaining who is eligible to vote and why; and~~
- ef. examining how civic participation can address community needs and serve the public good, i.e., the importance of volunteering, participating in political campaigns, staying informed about current issues, and respecting differing opinions. in a diverse society; and**
- ~~f. examining the process, importance, and fairness of immigration at different points in U.S. history.~~

CE.7 Students will ~~apply history and social science skills to describe the character traits that exhibit effective and respectful participation in civic life: trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, self-reliance; respect~~

for the law; patriotism; and service in one's community to one's neighbors and to the country as a whole.

The Political Process

CE.8 Students will ~~apply history and social science skills to~~ describe the political process at the local, state, and national levels of government by:

- a. describing the functions of political parties;
- b. analyzing campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers;
- c. evaluating and explaining the role of campaign contributions and the cost of campaigns;
- d. examining the history of and requirements for voter registration; and
- e. describing the role of the Electoral College in the election of the president and vice president.

CE.9 Students will ~~apply history and social science skills to~~ explain the role of the media and social media (i.e., their influence on local, state, and national levels of government) by:

- a. explaining the role of the press in reporting events without bias;
- b. describing the effect that biased reporting can have on public opinion and public policy;
- c. explaining the role that individuals can play in the political process by expressing their opinions publicly via print or online media; and
- d. evaluating the effect of social media on political campaigns, politics, and civic discourse.

CE. 10 Students will analyze the role of public participation in American civic life by:

- a. describing duties and responsibilities of citizens including paying taxes, jury duty, following the law, voting, and selective service;
- b. evaluating voting dates and processes in Virginia; and
- c. explaining who is and who is not eligible to vote and why.

Economic Decisions

CE.11 Students will ~~apply history and social science skills to~~ analyze how economic decisions are made in the marketplace and in daily life by:

- a. explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an "opportunity cost";
- b. explaining the importance of innovation and productivity, including the freedom to choose occupations, and how to spend leisure and work time; and

c. comparing and contrasting free market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on daily life (e.g., use examples from history that explain differences in standards of living and the toll on human lives).

CE.12 Students will ~~apply history and social science skills to~~ describe the United States economy by:

- a. evaluate the unique qualities of free enterprise and how ~~democracy~~ liberty cannot survive without it;
- b. describing the characteristics of the United States economy such as government, private property, capital investment, markets, consumer sovereignty, and competition;
- c. explaining the effect in a market economy of supply and demand on consumer prices;
- d. describing types of business organizations (e.g., for and not for profit, private, and publicly traded) and the role of entrepreneurship;
- e. Explaining the ~~impact~~ effect of consumers, producers, and the government interactions on the economy;
- f. explaining how financial institutions channel funds from savers to borrowers; and
- g. analyzing the role of Virginia in the United States and global economies, with an emphasis on the effect of technological innovations.

CE.13 Students will ~~apply history and social science skills to~~ analyze the role of government in the United States economy, as formulated by the Founders in our Constitution by:

- a. examining the effect of competition in the marketplace;
- b. explaining how and why government provides certain goods and services;
- c. describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services;
- d. explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
- e. explaining the role of government currency and analyzing the purpose of a money economy; and
- f. evaluating how and why governments regulate industry, labor, and competition in the marketplace.

CE.14 Students will ~~apply history and social science skills to~~ explain career opportunities and understand the fundamentals of personal finance by:

- a. identifying the talents, interests, and aspirations that can influence career choice;
- b. identifying the attitudes and behaviors that strengthen the individual work ethic and promote career success;

- c. identifying abilities, skills (intellectual and physical), and education and the changing supply of and demand for them in the economy;
- d. examining the effect of technological change and ~~globalization~~ **internationalized labor markets** on career opportunities;
- e. describing the importance of education to one's intellectual life, lifelong learning, and personal financial goals;
- f. analyzing the role of financial responsibility in good citizenship, (e.g., evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees); and
- g. describing the importance of equal opportunities for access to education and training.

Grade Eight: World Geography

The focus of this course is the study of the world's peoples, places, **regions**, and environments **physical characteristics**, 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. 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.

Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.

Essential Eighth Grade Skills

- **Synthesize** information from history, economics, civics, and geography
- **Ask and Answer** questions about geography
- **Interpret** graphs, pictures, maps, and other images to predict patterns in history
- **Compare and Contrast** regions and countries using maps
- **Analyze** geographic information
- **Organize** geographic information
- **Engage and Communicate** as informed citizens
- **Investigate and Research** to demonstrate learning
- **Apply** eighth grade skills to demonstrate learning and mastery

WG.1 The student will 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 information about the world's countries, cities, and environments;
- b. using geographic information to determine patterns and trends to understand world regions;
- c. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;
- d. evaluating sources for accuracy, credibility, bias, and propaganda;
- e. using maps and other visual images to 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 products orally and in writing.~~

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

- ~~a. 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 and adapt to the environment.~~

WG.3 The student will apply the concept of a region by:

- ~~a. explaining how characteristics of regions have led to regional labels;~~
- ~~b. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;~~
- ~~c. analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;~~
- ~~d. explaining how different cultures use maps and place names to reflect their regional perspectives; and~~
- ~~e. 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:

- ~~a. comparing the distribution of major natural resources throughout world regions;~~
- ~~b. showing the influence of resources on patterns of economic activity and land use; and~~
- ~~c. evaluating perspectives regarding the use of resources.~~

WG.51 The student will analyze the characteristics of the United States and Canadian 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.62 The student will analyze the characteristics of the Latin American and Caribbean 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.73 The student will analyze the characteristics of the European 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.84 The student will analyze the characteristics of the Russian and Central 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.95 The student will analyze the characteristics of the Sub-Saharan African 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.106 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.117 The student will analyze the characteristics of the South Asian 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.128 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.139 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.14 The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population 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.15 The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by:~~

- ~~a. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and~~
- ~~b. determining how human migration and cultural diffusion influence the current human characteristics of places and regions.~~

~~WG.16 The student will apply social science skills to analyze the patterns of urban development by:~~

- ~~a. applying the concepts of site and situation to major cities in each region;~~
- ~~b. explaining how the functions of towns and cities have changed over time; and~~
- ~~c. describing the unique influence of urban areas and challenges urban areas face.~~

~~WG.17 The student will apply social science skills to analyze the impact of globalization by:~~

- ~~a. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;~~
- ~~b. describing ways that economic and social interactions change over time; and~~
- ~~c. mapping, describing, and evaluating economic unions.~~

~~WG.18 The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth's surface by:~~

- ~~a. explaining and evaluating reasons for the creation of different political divisions; and~~
- ~~b. describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.~~

Grade Nine: World History and Geography to 1500 CE AD

The standards for the World History and Geography to 1500 CE AD offer opportunities for students to explore the historical development of people, places, and patterns of life from ancient time until 1500 CE AD. Students will examine the emergence of hunter-gatherer societies and the ~~impact~~ **effect** of geography ~~on migration and~~ the development of civilizations. Students will explore civilizations throughout the ancient world to understand the reasons for their development and how they ~~led to the~~ **influenced the further** development of civilizations throughout the world. Students will examine the interactions and conflicts among them. Through historical research, analysis and interpretation, students will understand the relationships among key historical events (causes and effects) up to the Renaissance.

Students may easily apply literacy standards for grade nine in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally; **and** in writing; ~~or through mixed media.~~

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

~~Essential Ninth Grade Skills~~

- ~~• Synthesize~~ evidence from multiple informational sources
- ~~• Evaluate~~ sources for accuracy, credibility, bias, and propaganda
- ~~• Interpret~~ graphs, pictures, maps, and other images to predict patterns in history
- ~~• Compare and Contrast~~ historical perspectives in world history
- ~~• Analyze~~ how events in history had an impact on the world (cause and effect)
- ~~• Analyze and Explain~~ decisions made in the past and present
- ~~• Engage and Communicate~~ as informed citizens
- ~~• Investigate and Research~~ to demonstrate learning
- ~~• Apply~~ ninth grade skills to demonstrate learning and mastery

Paleolithic Era into the Agricultural Revolution Neolithic Era (approximately 2.6 million years BCE – 3000 BCE)

WHI.1 Students will ~~apply history and social science skills to~~ describe the period from the Paleolithic Era into the Neolithic Era by:

- ~~explaining the effect that geography had on the emergence and migration~~ of hunter-gatherer societies;
- describing characteristics of hunter-gatherer societies, including their use of tools and fire;
- analyzing how technological and social developments gave rise to sedentary settlements; and
- analyzing how archaeological **and paleogenetic** discoveries change current understanding of early societies.

Development of Early Civilizations (approximately 4,000 – 3,500 BCE)

WHI.2 Students will ~~apply history and social science skills to~~ compare and contrast events in world history during this era by:

- a. analyzing conflicts and reactions to various forms of government;
- b. evaluating economic principles of the era;
- c. identifying how science, technology, and innovations altered societies;
- d. analyzing the ~~social~~, **cultural, political**, and religious structures throughout this era including philosophy; religion, enlightenment, natural rights, and civic and political institutions;
- e. describing political structures throughout this era, including civic ideals such as freedom, liberty, and justice;
- f. explaining systems of government during this era; and
- g. analyzing the ~~role of slavery~~ **social system** throughout the world during this era, **from leaders to slaves**.

WHI.3 Students will ~~apply history and social science skills to~~ describe the early societies in the Fertile Crescent by:

- a. locating these civilizations (e.g., Mesopotamia, Egypt, Nubia) in time and place and describing their major geographic features;
- b. describing the development of social, political, and economic patterns during this era, including ~~slavery~~ **all social classes from leaders to slaves**;
- c. describing the development of the Israelites; as well as the origins, beliefs, traditions, customs, persecution, and spread of Judaism;
- d. describing the origins, beliefs, traditions, customs and, persecution, and spread of Christianity;
- e. describing the origins, beliefs, traditions, customs, persecution, and spread of Islam; and
- f. describing the development of the Phoenician civilization.

WHI.4 Students will ~~apply history and social science skills to~~ describe ancient Asian societies by:

- a. analyzing ~~the impact of geography on~~ the development of ancient India and China, including locating them in time and place and describing their major geographic features;
- b. describing social, cultural, political, and economic development of ancient India including ~~migration, contributions, and~~ its roots in the varnas and the jatis system.
- c. describing the origins, beliefs, customs, and growth of Hinduism;
- d. describing the origins, beliefs, customs, and growth of Buddhism;
- e. describing social, cultural, political, and economic development of ancient China; and

f. describing the ~~impact~~ **influence** of Confucianism, Taoism, and Legali.

WHI.5 Students will ~~apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of Persia and Greece and its their influence on w~~Western civilization by:

- a. describing the major geographic features of ancient Persia and Greece, analyzing the effect that **their** geography had on their development;
- b. describing the social, cultural, political, and economic aspects of ancient Persia;
- c. describing the social, cultural, political, and economic development of Greece, with emphasis on the significance of Athens and Sparta, on the development of citizenship (including its limits), and on different forms of **Greek government, including** democracy;
- d. evaluating the causes and consequences of the Persian and the Peloponnesian wars;
- e. evaluating the significance of Alexander the Great's conquest of Greece and the formation and the spread of Hellenistic culture; and
- f. explaining the influence of ancient Greek contributions in drama, poetry, philosophy, sculpture, architecture, science, and mathematics (e.g., Greek tragedy and comedy, Socrates, Plato, and Aristotle, the Parthenon, the Acropolis, Homer, Greek mythology, Euclid, Archimedes).

WHI.6 Students will ~~apply history and social science skills to analyze the causes and effects of the rise and fall of the Roman Republic and the Roman Empire by:~~

- a. describing the early strengths, the far reach, and lasting contributions of Rome (e.g., significance of Roman citizenship; **military proficiency**; ~~and the existence of slavery~~; rights under Roman law; Roman art, architecture; engineering, and philosophy; the persecution and eventual adoption and transmission of Christianity throughout Europe) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, political instability, **and inability to defend against barbarian invasions** ~~and weakening of the border, and distribution of news~~);
- b. ~~defining~~ **identifying** the geographic borders of the empire at its height and the factors that threatened its territorial cohesion;
- c. describing the establishment by Emperor Constantine of the new capital in Constantinople and his eventual division of the Roman Empire in 330 ~~CE~~ **AD** into the Eastern (Byzantine) and Western Roman Empires,
- d. describing the origins, beliefs, customs, and growth of Christianity, including the New Testament, early church councils, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa; and
- e. explaining the unifying role of the Church in Europe after the collapse of Rome in the late 5th century.

The Middle Ages (Fall of Rome in 476-early 15th century)

WHI.7 Students will ~~apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages by:~~

- a. identifying the physical features and describing the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life;
- b. tracing the origins of Islam, including ~~Islamic teachings on~~ its connections with Judaism, and Christianity;
- c. explaining the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life;
- d. describing the expansion of Muslim rule through military conquests and treaties, **the Muslim importation of slaves from Europe and Africa**, ~~emphasizing~~ the cultural blending within Muslim civilization, and the spread ~~and acceptance~~ of Islam and the Arabic language;
- e. describing the growth of cities and the establishment of trade routes ~~among~~ **through** Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society; and
- f. explaining **the influence of Greek and Persian knowledge on Muslim scholarship**, the intellectual exchanges among Muslim scholars of Eurasia and Africa, and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

WHI.8 Students will ~~apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages by:~~

- a. describing the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan;
- b. describing agricultural, technological, and commercial developments during the Tang and Sung periods;
- c. analyzing the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods;
- d. explaining the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty;
- e. tracing the historic influence of such discoveries as tea, **silk, porcelain**, the manufacture of paper, woodblock printing, the compass, and gunpowder; and
- f. describing the development of the imperial state and the scholar-official class.

WHI.9 Students will ~~apply history and social science skills to analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa by:~~

a. describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana, **Songhai**, and Mali empires;

b. describing Muslim conquests, the Muslim slave trade, and the survival of Christian Ethiopia;

~~bc.~~ analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in ~~West~~ Africa;

~~ed.~~ describing the role of **military conquest and** the trans-Saharan caravan trade in the changing religious and cultural characteristics of ~~West~~ Africa and the influence of Islamic beliefs, ethics, and law;

~~de.~~ tracing the growth of the Arabic language in government, trade, and Islamic scholarship in ~~West~~ Africa; and

~~ef.~~ describing the importance of written and oral traditions in the transmission of African history and culture.

WHI.10 Students will ~~apply history and social science skills to~~ analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan by:

a. describing the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan;

b. discussing the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign;

c. describing the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century;

d. tracing the development of distinctive forms of Japanese Buddhism;

e. studying the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*; and

f. analyzing the rise of a military society in the late twelfth century and the role of the samurai in that society.

WHI.11 Students will ~~apply history and social science skills to~~ analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe by

a. describing the geography of the European and the Eurasian landmass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe;

b. describing the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire;

c. describing significant developments in medieval culture (e.g., cathedrals, polyphony, chivalric romance) and

ed. explaining the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

WHI.12 Students will ~~apply history and social science skills to analyze the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV) by:~~

a. explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, **common law**, parliament, development of habeas corpus, an independent judiciary in England);

b. analyzing the reasons for the Great Schism in 1054 which created the two distinct churches within Christianity and how the Roman Catholic and Eastern Orthodox churches influenced political and social developments;

c. tracing the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world;

d. mapping the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its ~~impact~~ **effect** on global population;

e. explaining the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”); and

f. describing the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

WHI.13 Students will ~~apply history and social science skills to compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations by:~~

a. describing the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies;

b. studying the roles of people in each society, including ~~class structures~~ **social classes from leaders to slaves**, family life, warfare, **and** religious beliefs and practices, ~~and slavery~~;

c. explaining how and where each empire arose and how the **Spanish conquered the** Aztec and Incan empires ~~were defeated by the Spanish~~;

d. describing the artistic and oral traditions and architecture in the three civilizations;

e. analyzing technological achievements and absences; and

ef. describing the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Leading to the Renaissance (14-15th centuries)

WHI.14 Students will ~~apply history and social science skills to~~ analyze the developments leading to the Renaissance, the works of its key figures, and its effect on western civilization by:

- a. determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance;
- b. sequencing events related to the rise of Italian city-states and their political development, including **how humanism furthered the values of republicanism, liberty, and individualism, and** Machiavelli's theory of governing as described in *The Prince*; and
- c. analyzing the contributions of artists and philosophers of the Italian Renaissance as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

Grade Ten: World History and Geography: 1500 ~~CE~~ AD to the Present

The standards for the World History and Geography: 1500 ~~CE~~ AD to the Present enable students to examine history and geography with emphasis on the development of the modern world. Students will explore geographic influences on history, but pay increased attention to the political boundaries that developed with the evolution of nations. Students will explore the ways in which the scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The standards emphasize noteworthy people and events of the nineteenth and twentieth centuries. Historical understanding will require students to engage in historical thinking, analysis, and interpretation to ~~explore how~~ understand the emergence of the modern world ~~foreshadowed global challenges of the twenty-first century.~~

Students may easily apply literacy standards for grade ten in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally; ~~and~~ in writing, ~~or through mixed media.~~ Students may apply the morphology skills ~~honed~~ learned in English to new vocabulary encountered in this course.

Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.

Essential Tenth-Grade Skills

- ~~Inquire and Investigate~~ using multiple informational sources
- ~~Evaluate~~ sources for accuracy, credibility, bias, and propaganda
- ~~Apply~~ geography skills to determine patterns and trends
- ~~Question and Think Critically~~ to construct arguments using evidence
- ~~Compare and Contrast~~ perspective in government and politics
- ~~Analyze~~ how events in history had an impact on the world (cause and effect)
- ~~Analyze and Explain~~ decisions made in the past and present
- ~~Engage and Communicate~~ as informed citizens
- ~~Investigate and Research~~ to demonstrate learning
- ~~Apply~~ tenth-grade skills to demonstrate learning and mastery

Emergence of a Global Age of World Empires

WHII.1 Students will ~~apply history and social science skills to~~ analyze the political, cultural, geographic, and economic conditions in the world around 1500 (C.E. AD) by:

- locating major states and empires;
- describing the beliefs, sacred writings, traditions, and customs of world religions;
- describing the growth of major religions and the basic beliefs of each (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism);

- d. analyzing major trade patterns; regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges;
- e. analyzing the development and ~~impact~~ **influence** of the ~~fourteen-fifteenth-century~~ **late medieval** trade networks of Africa and Eurasia, ~~Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, and resulting world conflicts.~~

WHII.2 Students will ~~apply history and social science skills to analyze the effects of the Renaissance and Reformation in terms of their impacts on Western civilization by:~~

- a. 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;
- b. describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, **especially vernacular literature, the growth of the ideal of religious tolerance**, and the role of the printing press in spreading these changes; and
- c. describing the effect of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

WHII.3 Students will ~~apply history and social science skills to describe the effect of European exploration, military conquests, commercial expansion, and cultural influence, and the responses of Indigenous Peoples non-Europeans by:~~

- a. explaining the political, social, cultural, and economic goals of European exploration and colonization;
- b. comparing and contrasting the social, political, economic and cultural effects of European colonization and the responses of ~~indigenous~~ peoples in Africa, Asia, and the Americas; and
- c. analyzing ~~how to~~ **what extent** competition for colonies among Britain, France, and Spain changed the economic system of Europe.

Age of Revolutions

WHII.4 Students will ~~apply history and social science skills to analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (C.E. AD) to about 1800 (C.E. AD) by:~~

- a. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world (e.g., **Galileo**, Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, Voltaire);
- b. describing the development of France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;

- c. describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their effects on ~~democracy~~ **liberty and representative self-government**;
- d. analyzing Enlightenment themes such as humanism, state of nature, and natural rights and how they influenced the political foundations of Virginia and the United States;
- e. explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions;
- f. explaining the causes and effects of the French Revolution (e.g., storming of the Bastille, Declaration of the Rights of Man and of the Citizen, Reign of Terror);
- g. assessing the effect of Napoleon's **conquests, his eventual defeat**, and the Congress of Vienna on political power in Europe; and
- h. explaining the causes and effects of the Latin American Revolutions, including Toussaint L'Ouverture and Simón Bolívar.

Global Interactions

WHII.5 Students will ~~apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from approximately 1500 C.E. AD to approximately 1800 C.E. AD~~ by:

- a. describing the location and development of the Ottoman Empire;
- b. describing the location and development of India;
- c. describing the location and development of China; and
- d. describing the location and development of Japan.

WHII.6 Students will ~~apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa from approximately 1500 C.E. AD to approximately 1800 C.E. AD~~ by:

- a. comparing and contrasting the development of Eastern and Western Africa, **including Ethiopia and the slaver kingdoms of Oyo, Asante, and Dahomey**; and
- b. comparing and contrasting the development of Central and Southern Africa, **including Kongo**.

WHII.7 Students will ~~apply history and social science skills to analyze the global impact worldwide effects of changes in European nations between 1800 and 1900~~ by:

- a. explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
- b. explaining the **role of Britain in the industrial revolution, the establishment of the gold standard, classic liberalism, democratic reform, and the antislavery movement** ~~effects of decolonization and other methods of gaining independence~~;

- c. analyzing the effects of the First and Second Industrial Revolutions with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;
- d. describing the nineteenth-century European intellectual revolution (e.g., Romanticism, Impressionism, the research university, Marie Curie, Charles Darwin, Sigmund Freud, Ada Lovelace);
- de. evaluating responses to imperialism (e.g. Sepoy Mutiny, Meiji-era Japan, Boxer Rebellion);
- ef. explaining the events related to the unification of Italy and the role of Italian nationalism; and
- fg. explaining the events related to the unification of Germany and the role of Bismarck.

Era of Global Wars

WHII.8 Students will ~~apply history and social science skills to~~ describe the causes, course of events, and effects of World War I by:

- a. ~~describing the development of nationalist movements in the German states and Italian States~~ explaining economic and political causes of World War One;
- b. ~~explaining economic and political causes and~~ identifying major leaders of the war (e.g., Archduke Ferdinand, Clemenceau, Pershing, Kaiser Wilhelm II and Woodrow Wilson);
- c. identifying the changes to modern warfare used in battles along the Eastern and Western fronts;
- d. describing major events, including major battles (e.g., Gallipoli, Marne, Meuse-Argonne, Somme, Verdun), and explaining the reasons for Allied victory;
- e. analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;
- f. identifying the causes and consequences of the Russian Revolution;
- g. explaining the causes and effects of worldwide depression in the 1930s; and
- h. examining the rise and character of totalitarianism, especially in Russia and Germany.

WHII.9 Students will ~~apply history and social science skills to~~ analyze the causes, course of events, and effects of World War II by:

- a. explaining the major causes of the war;
- b. describing the major events, including major battles (e.g., Leningrad, Midway, Normandy, Okinawa, Stalingrad);
- c. the role of new technologies (e.g., cavity magnetron, radar, computers—the Electronic Numerical Integrator and Computer (ENIAC), antibiotics, the atomic bomb, and major leaders (Churchill, Eisenhower, Hitler, Hirohito, MacArthur, Roosevelt, Truman);
- d. describing the key events and impact effect of the Holocaust, including Kristallnacht, establishment of concentration camps, mass graves, and liberation); and

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

WHII.10 Students will ~~apply history and social science skills to~~ explain the Cold War and the defeat of communism during the second half of the twentieth century by:

- a. explaining the causes of the Cold War, including **Soviet expansionism and** the competition between the American and Soviet economic and political systems;
- b. describing conflicts and revolutionary movements during the Cold War (e.g., Berlin Blockade, Suez Canal Crisis, Hungarian Revolution, Bay of Pigs, Cuban Missile Crisis, Prague Spring, Tiananmen Square);
- c. describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh;
- d. explaining the collapse of communism in the Soviet Union and Eastern Europe, with an emphasis on the roles played by Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, **Lech Walesa**, Václav Havel);
- e. explaining the factors that led to the end of the Cold War, the defeat of communism, and the collapse of the Soviet Union (e.g., the ~~impact~~ **effect** of Reagan's "Tear Down this Wall" speech, the fall of the Berlin Wall, the effect of pressure both from within Soviet Bloc countries and outside of them, the failure of ~~the~~ communist economic and political policy, ~~and~~ glasnost, and perestroika); and
- f. explaining how American foreign policy pressure, and the assertion of American principles such as personal freedom, equality, and liberty, led to the end of the Cold War.

WHII.11 Students will ~~apply history and social science skills to~~ trace the political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by:

- a. describing the struggles for self-rule, **including Gandhi's leadership**, and the development of democracy in India;
- b. describing Africa's independence movements in Ghana, Algeria, Kenya, and South Africa, **including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa**; and
- c. describing the end of the League of Nations' mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.

WHII.12 Students will **identify modern genocides and democides, including the more than 100 million victims of communist regimes (e.g., Lenin's and Stalin's killings, including the Ukrainian Holodomor; China's killings, including the Great Leap Forward, Tibet, and Xinjiang; Cambodia), as well as other modern genocides (e.g., Armenia, Holocaust, Bosnia,**

Rwanda, Darfur). ~~apply history and social science skills to explain global changes during the early twenty-first century by:~~

- a. ~~describing the struggles for self rule, including Gandhi's leadership and the development of India's democracy;~~
- b. ~~identifying modern era genocides including the over 100 million victims of communist regimes (e.g., Mao's Cultural revolution, Stalin Regime, Armenia, Cambodia, Fidel Castro's Cuba), as well as other modern era genocides (e.g., Darfur, Rwanda, China's minority Uyghur population); and~~
- c. ~~describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa.~~

WHII.13 ~~The student will apply history and social science skills to apply social science skills to understand recent historical developments the global changes during the early twenty-first century by:~~

- a. ~~identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the effects of technology, including the role of social media and chemical and biological technologies;~~
- ~~ba.~~ ~~assessing the relationship between economic and political freedom;~~
- ~~eb.~~ ~~describing the effects of economic interdependence, including the rise of multinational corporations, international organizations, trade agreements; and~~
- ~~ec.~~ ~~analyzing the increasing impact role of terrorism as an attack on democracy free government and the United States' role in the world as a defender of freedom, with an emphasis on terrorist attacks on the United States (1983 attacks on the USMC barracks in Beirut, 1993 Bombing of the World Trade Center, 2000 bombing of the USS Cole, 2001 9/11 attacks on the United States, 2001).~~

WHII.14 ~~The student will understand twentieth-century developments in science and culture by identifying accomplishments including those in science (Albert Einstein, the discovery of DNA), literature (J. R. R. Tolkien, Simone de Beauvoir), and the visual arts (Pablo Picasso, Akira Kurosawa).~~

Grade Eleven: Virginia and United States History

The standards for the Virginia and United States History course continue to expand on the knowledge and skills introduced from previous History and Social Science Standards. Students will consider concepts of civics, economics, and geography when exploring the key issues, movements, people, and events in Virginia and United States history ~~with an emphasis on multiple and diverse perspectives about those events~~. Students will investigate and evaluate the fundamental political principles and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

Students may easily apply literacy standards for grade eleven in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally, **and** in writing, ~~or through mixed media~~. Students may apply the morphology **learned** ~~skills honed~~ in English to new vocabulary encountered in this course.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking; resources, including such as suggested text sets; sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Eleventh Grade Skills

- ~~• **Inquire and Investigate** using multiple informational sources~~
- ~~• **Evaluate** sources for accuracy, credibility, bias, and propaganda~~
- ~~• **Apply** geography skills to determine patterns and trends~~
- ~~• **Question and Think Critically** to construct arguments using evidence~~
- ~~• **Prepare** information to engage in persuasive and informational discussions~~
- ~~• **Compare and Contrast** perspectives in government and politics~~
- ~~• **Analyze** how events in history had an impact on the world (cause and effect)~~
- ~~• **Analyze and Explain** decisions made in the past and present~~
- ~~• **Engage and Communicate** as informed citizens~~
- ~~• **Investigate and Research** to demonstrate learning~~
- ~~• **Apply** eleventh grade skills to demonstrate learning and mastery~~

Early America Through the Founding of the New Nation

VUS.1 ~~Students will apply history and social science skills to explain the routes of early explorers and describe the early explorations of the Americas by~~

a. describing the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado, Ponce de León) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder);

b. explaining the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g.,

~~Henry the Navigator, Hernán Cortés, Francis Drake the Spanish Reconquista, the Protestant Reformation, the Counter-Reformation); and~~

~~e.c.~~ tracing the routes of the major land explorers of the United States, **determine** the distances traveled by **these** explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

VUS.2 Students will ~~apply history and social science skills to describe the political, religious, social, and economic characteristics of the first thirteen colonies by~~

a. describing the ways in which Spain, France, and Britain were ~~fighting for land~~ **competing for empire** in the new world;

b. identifying on a map the locations of the colonies and of ~~Indigenous Peoples'~~ **Amerindian** nations already inhabiting these areas;

c. identifying the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts);

d. describing the religious character of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania);

e. describing the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and the free exercise of religion;

f. describing how the British colonial period created the basis for the development of political self-government and a free-market economic system as well as the differences among the British, Spanish, and French colonial systems;

g. describing the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South; and

h. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

VUS.3 Students will ~~apply history and social science skills to explain the development of African American culture in America and the impact~~ **effect of the institution of slavery by**

a. describing the ~~diverse cultures, languages, and skills, and perspectives of enslaved Africans~~ **that African slaves** brought to the Americas;

b. describing the Middle Passage, the Transatlantic Slave Trade, and the types of slavery (chattel, bonded, and forced labor);

c. analyzing the growth of the colonial economy ~~that maximized profits through~~ **by means of** the use of indentured servitude and the shift to ~~the race-based enslavement of Africans~~ **African slavery**;

d. describing the eighteenth-century development of the anti-slavery movement (John Woolman, Benjamin Franklin, Alexander Hamilton, Revolutionary-era abolitions of slavery in the Northern states and the Northwest Territory); and

~~e. examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom~~ how African Americans created a new culture by combining African culture, American culture, and Christianity.

VUS.4 Students will ~~apply history and social science skills to analyze the cooperation and conflict that existed among the American Indians~~ Amerindian nations and between the ~~Indigenous Peoples and the new settlers~~ Amerindian and European nations by

a. describing the competition among the English, French, Spanish, Dutch, and ~~Indigenous Peoples~~ Amerindian nations for control of North America;

b. describing the cooperation that existed at times between the colonists and ~~Indigenous Peoples~~ Amerindians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges);

c. explaining the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War);

d. describing the internecine conflicts among the ~~Indigenous Peoples~~ Amerindian nations, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]);

e. explaining the role of broken treaties and the factors that led to the defeat of the ~~Indigenous Peoples~~ Amerindians, including the resistance of ~~Indian~~ Amerindian nations to encroachments and assimilation (e.g., Trail of Tears);

f. explaining the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah); and

g. analyze the U.S.' subsequent actions with respect to its ~~Indigenous Peoples~~ Amerindian nations (Indian Reorganization Acts (1934 and 1994), *McGirt v. Oklahoma*).

VUS.5 Students will ~~apply history and social science skills to explain the causes of the American Revolution by~~

a. describing how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts, Boston Tea Party, the Boston Massacre, Patrick Henry's "Give Me Liberty, or Give Me Death" speech, the Battles of Lexington and Concord, the Battle of Bunker Hill, the Second Continental Congress and the Olive Branch Petition, and Thomas Paine's *Common Sense*);

b. describing efforts by individual and groups to mobilize support for the American Revolution including the Minutemen and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere);

c. describing the significance of the -First and Second Continental Congresses and of the Committees of Correspondence;

- d. describing the people associated with the drafting and signing of the Declaration of Independence and the document’s unique, historical significance, including the unifying ideas of American political philosophy that it embodies, the origins of those concepts, and its role in severing ties with Great Britain;
- e. evaluating the tenets of the Declaration of Independence including “unalienable rights,” “life, liberty, and the pursuit of happiness,” and “consent of the governed,” and explain why it ~~remains relevant today~~ **continues to inspire Americans; and**
- f. explaining the views, lives, and ~~impact~~ **influence** of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams) explaining why the colonists were the “underdogs” and how they won key battles including the Battle of Trenton, the Battle of Saratoga, and Yorktown. ~~;~~ **and**
- ~~g. analyzing U.S. Presidents of this era with emphasis on the four presidents from Virginia.~~

VUS.6 Students will ~~apply history and social science skills to describe the development of the American political system by~~

- a. examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- b. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington; ~~and~~
- c. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era, **including the Kentucky and Virginia Resolutions; and**
- d. analyzing U.S. Presidents from 1789 to 1825, with emphasis on the four presidents from Virginia.**

VUS.7 Students will ~~apply history and social science skills to describe the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic by:~~

- a. identifying the strengths and shortcomings of the Articles of Confederation;
- b. explaining the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights, including the role of The Federalist Papers;
- c. describing the fundamental principles of American constitutional democracy, including how the government derives its power from the people, and the primacy of individual liberty;
- d. explaining how the Constitution is designed to secure our liberty by both empowering and limiting central government;
- e. compare the powers granted by the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;

- f. defining the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution;
- g. explaining the purpose of the preamble to the U.S. Constitution;
- h. evaluating how the U.S. Constitution and the Bill of Rights protect freedoms and limit government;
- i. analyzing the five values Alexis de Tocqueville described in “Democracy in America”: liberty, egalitarianism, individualism, populism, and laissez-faire government.
- j. analyze the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and
- k. explaining the significance of Chief Justice John Marshall and the *Marbury vs. Madison* decision in establishing the Supreme Court’s role as the ultimate arbiter of the Constitutionality of federal law.

Expansion, Civil War, and Reconstruction

VUS.8 Students will ~~apply history and social science skills to analyze major events in Virginia and United States history during the first half of the nineteenth century by~~

- a. assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;
- b. describing the political results of territorial expansion and its ~~impact on Indigenous Peoples~~ **effect on Amerindians**;
- c. analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era) **and the emergence of a common national culture (e.g., Washington Irving, John James Audubon, Stephen Foster)**;
- d. evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist movements, and the role of the states in the Union; and
- e. evaluating the role of slavery in the conflicts that led to the Civil War.

VUS.9 Students will ~~apply history and social science skills to analyze the development and abolition of slavery in the United States by~~

- a. explaining how slavery is the antithesis of freedom;
- b. describing the origins of the Transatlantic Slave Trade, the Middle Passage, and the development of chattel slavery in America;
- c. describing the slave trade in the U.S., Virginia, and Richmond;
- d. describing how industrialization affected slavery and the economy;
- e. describing the ~~impacts~~ **influence** of abolitionists including Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;

- f. analyzing key policies and actions, including the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott v. Sanford*, and the Emancipation Proclamation; and
- g. explaining the extension of rights provided in the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.10 Students will ~~apply history and social science skills to~~ analyze the Civil War and Reconstruction eras and their significance as major turning points in American history by

- a. describing 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;
- b. evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
- c. evaluating and explaining the ~~impact~~ **effect** of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
- d. evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
- e. evaluating and explaining the political and economic ~~impact~~ **effect** of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Industrialization, Emergence of Modern America, and World Conflicts

VUS.11 Students will ~~apply history and social science skills to~~ analyze how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a. explaining the westward movement of the population in the United States and how it affected industrial growth and trade, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the effect on ~~Indigenous Peoples~~ **Amerindians**;
- b. analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of more leisure activities (**e.g., vaudeville, professional baseball, amusement parks**);
- c. explaining the factors (push and pull) for immigration to the United States and the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
- d. analyzing the effects of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, and the practice of eugenics, including the U.S. Supreme Court 1927 *Buck v. Bell* decision;
- e. describing conflicts between the U.S. government and ~~Indigenous tribes~~ **Amerindian nations** including the Battle of Little Bighorn and Wounded Knee;
- f. evaluating and explaining the social and cultural ~~impact~~ **effects** of industrialization, including rapid urbanization;

- g. identifying examples of the philanthropy of America’s industrial leaders of this era (Carnegie, Mellon, Rockefeller);
- h. examining the concentration of wealth and mass production that created goods at cheaper and faster rates, but at great costs, laying the foundation for populism and progressivism;
- i. evaluating and explaining the causes and the political, cultural, and social developments of the Progressive Movement and the ~~impact~~ **effect** of its legislation;
- j. identifying the effects of industrialization on living and working conditions: pollution, child labor, food safety and ~~include~~ **evaluating the influence of** works such as but not limited to Upton Sinclair’s *The Jungle*; **and** Jane Addams’ *Twenty Years at Hull House*;
- k. describing ~~the changing landscape, including~~ the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and ~~class~~ **social group**;
- l. describing the development of Gilded Age culture (e.g., Mark Twain, Winslow Homer, Tin Pan Alley); and**
- lm. explaining the emergence of public colleges, **Historically Black Colleges and Universities (HBCUs)**, and land grant institutions in Virginia and the United States as a way to ~~expand educational opportunities and build specific skills and knowledge in~~ **increase and disseminate knowledge about** agricultural and technological advances.**

VUS.12 Students will ~~apply history and social science skills to analyze the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by~~

- a. explaining changes in **the** foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the ~~impact~~ **effect** of the Spanish-American War;
- b. explaining the international significance of U.S. decisions and actions, including the Monroe Doctrine, the Roosevelt Corollary, the Spanish-American War, the acquisition of Alaska and Hawaii, **the Open Door Policy**, the Panama Canal construction, and the expedition to capture Poncho Villa;
- c. understanding the events and changes that brought America out of a period of “isolationism” to enter WWI;
- d. evaluating the United States’ involvement in World War I, including Woodrow Wilson’s Fourteen Points and the establishment of the League of Nations; and
- e. evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the formation of the League of Nations.

VUS.13 Students will ~~apply history and social science skills to analyze key events during the 1920s and 1930s by~~

- a. analyzing the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the re-emergence of the Ku Klux Klan, Chicago riot of 1919, **the** Tulsa Race Massacre

and the ~~decimation~~ **destruction** of Black Wall Street, ~~and~~ immigration quotas, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League;

b. analyzing the First Red Scare including the Bolshevik Revolution, anarchist bombings, and the Palmer Raids;

c. analyzing the rise ~~in~~ **of** labor unions;

d. analyzing the effects of changes in immigration to the United States and migration within the United States including the Immigration Act of 1918, the Immigration Act of 1924, and the Great Migration;

e. analyzing how life changed as a result of inventions such as the airplane, automobile, and radio and describing innovators and American heroes of the era;

f. explaining the Roaring 20s and the post wartime effects on the economy and society;

g. examining the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition);

h. analyzing the passage of the Nineteenth Amendment and the changing role of women;

i. describing ~~the Harlem Renaissance and~~ new trends in literature, music, and art, with special attention to **the Lost Generation and the Harlem Renaissance; jazz and country; and Jacob Lawrence and Margaret Bourke-White** ~~the work of writers (e.g., Zora Neale Hurston, Langston Hughes); and~~

j. tracing the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

VUS.14 Students will ~~apply history and social science skills to~~ describe the effects of the Great Depression and New Deal policies on the United States by

a. explaining the causes of the Great Depression including bank failures, stock purchases on margins, credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash; and

b. evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression, expanded the government's role in the economy, and hurt some Americans while helping others.

VUS.15 Students will ~~apply history and social science skills to~~ analyze America's involvement in World War II by:

a. analyzing the causes and events that led to America's entering the war, including the Japanese attack on Pearl Harbor and the American response;

b. comparing and contrasting ~~totalitarianism and~~ militarism in Imperial Japan, communism in the Soviet Union, fascism in Mussolini's Italy, and **totalitarianism in** Nazi Germany;

c. identifying the Axis and Allies powers and evaluating the similarities and differences in strategy, major battles, and the ~~impacts~~ **influences** of key leaders from each;

- d. explaining why Japan attacked Pearl Harbor and how the United States responded; including the internment of Japanese Americans as a result of Executive Order 9066 and the Supreme Court case, *Korematsu v. United States*;
- e. evaluating and explaining how the United States mobilized its economic and military resources, including the sacrifices and contributions of individual servicemen, all-minority military units (the Tuskegee Airmen and Nisei regiments), Military Intelligence Service, 442nd Regimental Combat Team, the 101st Airborne, Women's Army Corps, Navajo Code Talkers, and the Army Signal Corps;
- f. explaining American military intelligence and technology including island hopping, the Manhattan Project, and cryptology;
- g. describing major battles **and events** of World War II including Midway, Normandy, Iwo Jima, Okinawa, ~~and~~ the Battle of the Bulge, **and the Holocaust**;
- h. analyzing the decisions and effects of using atomic bombs;
- i. describing the significance of America's role in the Allied victory and our role in post-war recovery including the Marshall Plan; **and**
- ~~j. analyzing the Holocaust including the denial of basic civil rights by the Third Reich, concentration camps, immigration of Holocaust survivors, antisemitism, persecution of Jews and non-Jews, resistance, and the Nuremberg trials; and~~
- ~~kj.~~ explaining the significance of **America's goals in creating the World Bank, the International Monetary Fund, and** the United Nations.

The United States since World War II

VUS.16 Students will ~~apply history and social science skills to~~ analyze the United States' foreign policy during the Cold War era by:

- a. explaining the results of changing international relationships following World War II;
- b. explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment;
- c. analyzing the efforts of the United States to protect Western Europe, including the role of the **Marshall Plan and the** North Atlantic Treaty Organization (NATO);
- d. ~~impact~~ **effect** of Cold War events through the 1960s (e.g., Bay of Pigs, Cuban Missile Crisis);
- e. explaining the ~~impact~~ **effect** of the Vietnam War on American society; and
- f. evaluating and explaining the factors which led to the end of the Cold War, including the roles of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, and Margaret Thatcher.

VUS.17 Students will ~~apply history and social science skills to~~ analyze the causes and effects of the Civil Rights Movement by:

- a. analyzing the origins of the Civil Rights Movement, the effects of segregation (de jure and de facto) and efforts to desegregate schools, transportation, and public areas;

- b. evaluating the ~~impact~~ **influence** and legacy of Martin Luther King, Jr., including "A Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, "I Have a Dream" speech (comparing to The Gettysburg Address), and his assassination;
- c. analyzing key events including the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, Birmingham demonstrations, 1963 March on Washington, Freedom Summer, and Selma to Montgomery Marches, with additional emphasis on events in Virginia;
- d. evaluating and explaining the ~~impact~~ **effect** of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded with Massive Resistance (with a focus on the critical role of Virginia ~~communities~~ **locations** and people such as Prince Edward County and Barbara Johns);
- e. explaining how 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 **changed America** ~~had an effect on all Americans~~;
- f. analyzing the effect of the Black Power Movement; and
- g. describing the tenets of the Civil Rights Act of 1964.

VUS.18 Students will ~~apply history and social science skills to~~ analyze political and social conditions in the United States during the second half of the twentieth century and early twenty-first century by:

- a. explaining the long-term ~~impact~~ **effect** of the Marshall Plan, the formation of NATO, and the Warsaw Pact;
- b. assessing the development of and changes in domestic policies, with emphasis on the ~~impact~~ **effect** of ~~the role of~~ Supreme Court decisions and acts of Congress including: Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, Equal Pay Act, Civil Rights Acts (1964, 1968), Americans with Disabilities Act, Title IX of the Education Amendments of 1972, *Gideon v. Wainwright*, *Miranda v. Arizona*, and *Roe v. Wade*;
- c. 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 attacks in America and the West, including 9/11 (September 11, 2001), the World Trade Center, and Flight 93;
- d. evaluating the evolving and changing role of government, including its role in the American economy;
- e. explaining scientific and technological changes and evaluating their ~~impact~~ **effect** on American culture, including media;
- f. **describing post-war American culture (e.g., Robert Hayden, Toni Morrison, Flannery O'Connor, Jackson Pollock, Elvis Presley, Tom Wolfe); and**
- g. explaining ~~prevalent~~ **significant** issues and events of the late twentieth century **and early twenty-first century**, including ~~the assassination attempt of Ronald Reagan, HIV/AIDS, the rise of the use of drugs, school shootings, domestic terrorism, and the rise in antisemitism~~ **Reagan's tax rate cuts**

and deregulation, Clinton's North American Free Trade Agreement and welfare reform legislation, and George W. Bush's invasions and occupations of Afghanistan and Iraq.

Grade Twelve: Virginia and United States Government

The standards for Virginia and United States Government continue to build on the foundation of knowledge that enables citizens to participate effectively in civic and economic life. Students will examine fundamental constitutional principles, the obligations and privileges of citizenship, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the fundamental principles of liberty on which America was founded.

Students may easily apply literacy standards for grade twelve in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally, **and** in writing, ~~or through mixed media~~. Students may apply the morphology skills ~~honed~~ **learned** in English to new vocabulary encountered in this course.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate the skills of historical thinking, resources, including such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Essential Twelfth Grade Skills

- ~~Inquire and Investigate~~ using multiple informational sources
- ~~Evaluate~~ sources for accuracy, credibility, bias, and propaganda
- ~~Apply~~ geography skills to determine patterns and trends
- ~~Question and Think Critically~~ to construct arguments using evidence
- ~~Prepare~~ information to engage in persuasive and informational discussions
- ~~Compare and Contrast~~ perspectives in government and politics
- ~~Analyze~~ how events in history had an impact on the world (cause and effect)
- ~~Analyze and Explain~~ decisions made in the past and present
- ~~Engage and Communicate~~ as informed citizens
- ~~Investigate and Research~~ to demonstrate learning
- ~~Apply~~ twelfth grade skills to demonstrate learning and mastery

Foundations of American Constitutional Government

GOVT.1 Student will ~~apply history and social science skills to~~ understand the foundations of American constitutional government by:

- a. describing the features of a democratic republic as influenced by ~~forms of~~ Athenian democracy and the Roman Republic;
- b. analyzing the foundational principles found in historical writings and prior governing documents including the Magna Carta, charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the works of Enlightenment philosophers (Locke, Hobbes, Rousseau, and others), ~~the Great Awakening,~~ and the English Bill of Rights;

- c. evaluating the foundational principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States; and
- d. analyzing 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.2 Students will ~~apply history and social science skills to~~ describe the concept of ~~democracy~~ **republican self-government by**

- a. explaining the concepts of popular sovereignty, natural rights, the rule of law, self-government and “consent of the governed”;
- b. comparing structures of government including constitutional republic, autocracy, direct democracy, representative democracy, presidential system, and parliamentary system.
- c. recognizing the equality of all citizens under the law;
- d. recognizing majority rule and minority rights;
- e. recognizing the necessity of compromise; and
- f. ~~and~~ recognizing the freedom of the individual.

GOVT.3 Students will ~~apply history and social science skills to~~ analyze the ~~Virginia and United States Constitution~~, **and particularly the Bill of Rights, by:**

- a. examining the ratification debates and The Federalist Papers (with particular focus on papers #10 and #51);
- b. evaluating the purposes for government stated in the Preamble;
- c. defining fundamental principles and analyzing relationships among the three branches of government in a system of checks and balances and separation of powers;
- d. defining the structure of the national government and balance of power between the state and national governments outlined in Article I, Article II, and Article III; and
- e. explaining the amendment process;
- f. describing how the Bill of Rights affirms natural rights as something that precedes politics and;
- g. evaluating how key U.S. Supreme Court decisions have affirmed rights and structures guaranteed by the Constitution and their political, social, and economic effects; and
- h. analyzing how the Constitution has been interpreted and applied over time by all branches of government and is the nation’s fundamental and enduring law.

Functions of Government and Citizens

GOVT.4 Students will ~~apply history and social science skills to~~ ~~explain~~ **learn how to practice the rights and responsibilities of United States Citizenship **by:****

- a. describing the paths to U.S. citizenship;
- 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. practicing personal and fiscal responsibility; and
- h. selective Service registration.

GOVT.5 Students will ~~apply history and social science skills~~ explain the process of local, state, and national elections by

- a. describing how amendments have extended the right to vote to previously disenfranchised Americans;
- b. examining campaign funding and spending, including the ~~impact~~ **effect** of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups;
- c. describing the nomination and election process, including the organization and evolving role of political parties and interest groups;
- d. analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications;
- e. explaining the role of the Electoral College and the ~~impact~~ **effect** of reapportionment and redistricting on elections and governance; and
- f. ~~evaluating~~ **ing** challenges of the election process including redistricting, gerrymandering, **ballot insecurity**, and at-large voting.

GOVT.6 Students will ~~apply history and social science skills to~~ describe the scope and limits of the powers of the federal legislative branch of the U.S. government as delineated in Article I of the Constitution by:

- a. describing its structure and the process for the election of its members;
- b. describing how the power of the legislative branch has changed over time (e.g., 20th, 22nd, and 25th Amendments); and
- c. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

GOVT.7 Students will ~~apply history and science skills to~~ describe the powers of **the executive branch of the U.S. government as delineated in Article II of the Constitution by:**

- a. describing the structure and organization of the executive branch

- b. describing how the power of the executive branch has changed over time; and
- c. comparing and contrasting executive branch processes with **those of** the legislative branch.

GOVT.8 Students will ~~apply history and social science skills to~~ describe the scope and limits of the powers of the federal judiciary as delineated in Article III of the U.S. Constitution by

- a. describing the organization, jurisdiction, and proceedings of federal courts;
- b. explaining how the Marshall Court established the Supreme Court as an independent branch of government in *Marbury v. Madison*;
- c. describing how the Supreme Court decides cases; and
- d. comparing the philosophy**ies** of originalism, judicial activism, and judicial restraint.

State and Local Government

GOVT.9 Student will ~~apply history and social science skills to~~ explain the organization and powers of the state and local governments as described in the Constitution of Virginia by:

- a. analyzing 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. comparing partisan and nonpartisan offices; and
- e. investigating and explaining the ways individuals and groups ~~exert influence on~~ **participate in** state and local governments.

GOVT.110 Students will ~~apply history and social science skills to~~ analyze civil liberties and civil rights by:

- a. explaining the difference between civil rights and civil liberties;
- b. explaining the purpose of the Bill of Rights, with emphasis on First Amendment freedoms;
- c. analyzing the rights of the accused and due process of law expressed in the Bill of Rights and the Fourteenth Amendments;
- d. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- e. evaluating the balance between individual liberties and the public interest; and
- f. examining how civil liberties and civil rights are protected under the law.

GOVT.121 Students will ~~apply history and social science skills to~~ understand the role of the United States in a ~~changing world~~ **foreign affairs by:**

- a. describing the responsibilities of the national government for foreign policy and national security;
- b. assessing and analyzing the role of national interest in shaping foreign policy and promoting world peace; and
- c. examining the relationship of Virginia and the United States in the ~~global~~ world economy, including trends in international trade.

The Role of the Government in the Economy

GOVT.132 ~~Students will apply history and social science skills to understand the role of the United States in a changing world~~ **economic affairs by:**

- a. explaining the differences ~~among~~ **between** capitalism, communism, Marxism, socialism, authoritarianism, and totalitarianism;
- b. comparing the characteristics of economies as described by Adam Smith, Karl Marx, John Maynard Keynes, Friedrich Hayek, Milton Friedman, and Thomas Sowell;
- c. describing ideas about free markets and the invisible hand from Adam Smith’s; “The Wealth of Nations”;
- d. comparing and contrasting capitalism and socialism as economic systems, including the role of government in each (e.g., compare and contrast the Bill of Rights to the Communist Manifesto);
- e. evaluating the factors that influence production and distribution of goods in a market system;
- f. explaining how competition and free enterprise influence the local, national, and ~~global~~ world economies; and
- g. evaluating the effects of the government’s role in the economy on individual economic freedoms.

GOVT.143 ~~Students will apply history and social science skills to explain the role of government in the Virginia and United States economies by:~~

- a. explaining government’s limited but important role in free enterprise;
- b. describing the provision of government goods and services that are not readily produced by the market;
- c. evaluating 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;
- d. 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;
- e. analyzing how Congress can use fiscal policy to stabilize the economy; and
- f. describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy.

APPENDIX 3: SUGGESTED REVISIONS: CLEAN DRAFT

Kindergarten: Introduction to History

In kindergarten, students are introduced to the four core disciplines of social studies: **history, geography, civics, and economics**. To give students touchstones for understanding continuity and change, and a sense of their own place in time, the kindergarten history standards address placing events in chronological order and understanding the uses of primary and secondary sources, as well as artifacts. The geography standards address geography in the context of the history taught. Kindergarten students also acquire basic knowledge about maps and globes that they will apply in their daily work and that will grow in sophistication and application as students go through school. The **civics** standards for kindergarten describe what patriotism is and how we honor America with state and national symbols, as well as holidays that celebrate our common ancestry and the lives of great Americans who have led the way for us. The **civics** standards for kindergarten address aspects of citizenship that students “practice” at this grade level, such as following rules and respecting the rights and property of others.

Virginia’s English Standards of Learning for kindergarten state that students will “conduct research to answer questions or solve problems using available resources.” See the Kindergarten Curriculum Framework for suggested ways to use the HSS standards, especially the history and civics strands, to generate research ideas for integrated units of study that offer students a chance to improve their ability to read while studying history.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.******

History

K.1 Students will understand and explain that history is the study of people, places, and events from the past, by:

- a. organizing past and present events in chronological order, noting “continuity and change” (e.g., making and using timelines, calendars, and schedules);
- b. defining primary and secondary sources and using them to understand past events; and
- c. defining and identifying artifacts.

K.2 Students will describe life of Virginia’s earliest settlements:

- a. describing the migration of Amerindians from Asia at the end of the last Ice Age;
- b. explaining the transition of Amerindians from hunting and gathering to farming (e.g., the “Early, Middle and Late Woodland Periods”); and
- c. identifying and describing aspects of the Eastern Woodland civilizations (e.g., soapstone tools and bowls, knives, fired clay cooking and storage vessels—pottery—and stone mound burial culture).

K.3 Students will understand and explain what makes their locale unique by:

- a. identifying their city or county on a map of Virginia;
- b. explaining the roles of important local citizens (e.g., police, firefighters, teachers, merchants);
- c. identifying historical events; and
- d. telling the stories of the people who developed their locale.

Geography

K.4 Students will describe the relative location of people, places, and objects by using positional words, (e.g., near/far, above/below, left/right, behind/in front, next to, in between).

K.5 Students will demonstrate understanding of the use of maps and globes by:

- a. identifying the similarities and differences between a map and a globe;
- b. locating and explaining basic map symbols;
- c. locating and explaining bodies of land and water;
- d. identifying the seven continents;
- e. tracing Amerindians' approximate migration route during the end of the Ice Age into what is now America;
- f. describing the approximate geographic locations of Virginia's first settlements; and
- g. describing the location, climate, and physical features of their locale.

Civics

K.6 Students will define patriotism and explain how Americans express patriotism by:

- a. explaining that patriotism is devotion to one's country and concern for its defense;
- b. identifying the American and Virginia flags;
- c. identifying national and state symbols such as the bald eagle, the dogwood, and the cardinal;
- d. pledging allegiance to the American flag and singing patriotic songs such as "My Country Tis of Thee"; and
- e. knowing that the president is the leader of the United States and identifying the current president.

K.7 Students will explain how Americans honor local and national traditions and recognize and celebrate holidays, with an emphasis on:

- a. George Washington's Birthday (Presidents' Day).

K.8 Students will practice citizenship in the classroom by:

- a. taking responsibility for one's actions;
- b. following rules and understanding that not following the rules has consequences;
- c. caring for one's personal property and respecting other students' property;
- d. taking turns, sharing, and working well with others for the good of everyone else; and
- e. understanding that the president is elected by citizens eligible and registered to vote at age 18.

Economics

K.9 Students will demonstrate understanding of primary economic principles by:

- a. explaining that Americans are free to work to earn money in order to buy the things they want; and
- b. recognizing that Americans are free to make choices about what to buy (in a free market), and that they make choices because they cannot have everything they want.

Grade One

First-grade students build on kindergarten knowledge in the four core disciplines of social studies: history, geography, civics, and economics. They study the world’s first civilizations as well as early colonial life in Virginia. They also research and share their knowledge of people who have made significant contributions to their locales or states. First graders continue to build geography knowledge and connect it to the history they learn. They continue to learn about symbols, holidays, and traditions that honor and foster patriotism. They learn about their rights and responsibilities as citizens and deepen their understanding of their time and place in American and world history as well as in their locales. Finally, they continue to build their knowledge of basic economic principles.

The grade one history topics flow logically from the kindergarten standards, which address prehistoric times. Virginia’s ELA standards for kindergarten state that students will “conduct research to answer questions or solve problems using available resources.” Refer to the Kindergarten Curriculum Framework for suggested ways to use the HSS standards, especially the history and civics strands, to generate research ideas. Studying the first world and Virginia civilizations prepares students for the next civilizations they will study in grade two. In Civics, students go beyond explaining *that* locales, states, and nations honor and celebrate patriotism and begin to explore *why*. Students continue to practice aspects of citizenship in the classroom, preparing them to start confirming in grade two their understanding of what some of the rights and responsibilities of citizenship are.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

History

1.1 Students will explain the world’s first civilizations by:

- a. defining what a *civilization* is (e.g., settlements, farming, writing, laws, arts, public works);
- b. describing life in the Fertile Crescent, especially in Mesopotamia, the “cradle of civilization” (e.g., the importance of the Tigris and Euphrates Rivers, the wheel and plow, the “city-state,” polytheistic religion, solar calendar); and
- c. describing the *Code of Hammurabi* and its importance as the first written set of laws.

1.2 Students will describe life in Colonial Virginia by:

- a. defining and explaining the age of exploration (e.g., reading Peter Sis’s *Follow the Dream* about Columbus and other stories of the first European explorers of what is now America);
- b. describing the reasons for European migration to America (e.g., search for religious freedom and prosperity); and
- c. describing the daily lives (e.g., shelter, food, culture, work) of Virginia’s Amerindians (e.g., Werowocomoco) and of European settlers in Virginia (e.g., Jamestown), and comparing lives of both peoples to the lives of Virginians today.

1.3 Students will describe (by retelling either orally or through dictation and illustration) the stories of the lives of Virginians who have made important contributions to their locales to the Commonwealth, or to America (e.g., Thomas Jefferson: Monticello, The University of Virginia, *Declaration of Independence*; Meriwether Lewis and William Clark: expedition to explore the land that the United States had bought from France in the Louisiana Purchase; Barbara Johns: Moton School Strike; Mary Smith Peake: Hampton University; George Washington: military commander in American Revolution, first president of the United States; Cyrus McCormick: invented the mechanical reaper; Walter Reed: discovered how to treat yellow fever; John Smith: led survival effort at Jamestown settlement, was the first settler to explore the Chesapeake Bay; Lawrence Douglas Wilder: first African American governor of Virginia, first elected African American governor in American history; Maggie L. Walker; St. Luke Herald newspaper, St. Luke Penny Savings Bank.

Geography

1.4 Students will develop their geographic knowledge by:

- a. using basic map symbols, including references to land, water, cities, and roads;
- b. using cardinal directions on maps;
- c. locating the five major oceans on maps and globes; and
- d. constructing simple maps, including a title, map legend or key, and compass rose.

1.5 Students will connect geography to historical events studied by:

- a. locating the Fertile Crescent and Mesopotamia areas and the Tigris and Euphrates Rivers on a contemporary map or globe;
- b. locating and describing the geographic location of student's locale, the state of Virginia, and the United States—and describing how the landforms of Virginia affect its climate (e.g., four seasons);
- c. locating the site of Virginia's first colonial settlement (Jamestown); and
- d. locating Washington, D.C., and Richmond on Virginia and United States maps.

Civics

1.6 Students will explain *why* nations, states, and locales have symbols and rituals that honor and foster patriotism by:

- a. explaining what the stars and stripes signify on the American flag;
- b. explaining what image is on the Virginia state flag and why; and
- c. singing patriotic songs such as, "You're A Grand Old Flag."

1.7 Students will explain how and why Americans honor local and national traditions by recognizing and celebrating holidays, such as:

- a. Columbus Day; and
- b. Thanksgiving.

1.8 Students will practice citizenship in the classroom by:

- a. valuing honesty in oneself and others;
- b. recognizing the purpose of rules and practicing self-control;
- c. being respectful of others and of conscientious disagreement;
- d. working respectfully with one another to achieve a goal; and
- e. understanding that local and state government representatives are elected by citizens eligible and registered to vote.

Economics

1.9 Students will explain how individuals make economic choices to meet their basic wants by:

- a. identifying the difference between goods and services;
- b. describing how people can be both consumers and producers;
- c. describing ways people work to earn and save money to purchase goods and services; and
- d. describing why people must make choices because they cannot have everything they want.

Grade Two

The standards for grade two explore the characteristics of one of the world's extraordinary ancient civilizations, Ancient Egypt; students also continue to explore early American history (the American Revolutionary era) and learn about the Commonwealth of Virginia. Second graders research and retell stories of people from the civilizations they study and deepen their understanding of the connections between geography and history. Students in second grade continue to learn about patriotic symbols, extending that understanding to historic homes and other buildings, as well as state and national monuments. They continue to explore the rights and responsibilities of citizenship. They add to their understanding of basic economic principles by learning about resources, barter, and scarcity.

Students use their knowledge of reading, writing, and communication to support their understanding of history and geography; for example, they may conduct research, as well as practice writing exposition and narrative, when retelling stories or describing some of the rights and responsibilities of citizenship.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

History

2.1 Students will describe the geographical, political, economic, social structures, and innovations of Ancient Egyptian Civilization by:

- a. describing daily life in Ancient Egypt (e.g., the importance of the Nile River, farming, hieroglyphics, polytheistic religion, art);
- b. explaining why Egyptians thought that the Pharaohs were both *divine* and *mortal*, “God Kings”;
- c. describing the importance of mummification, pyramids, the Sphinx, and belief in an afterlife; and
- d. explaining the social system of Ancient Egypt, from leaders to slaves.

2.2 Students will describe the early American colonists’ fight for freedom by:

- a. explaining why the colonists wanted to declare independence from Great Britain and what liberties they wished to secure;
- b. what the *Declaration of Independence* is and Thomas Jefferson’s role in writing it; and
- c. explaining that the signers of the *Declaration* pledged their “lives, fortunes, and sacred honor” to defend their freedom.

2.3 Students will hear, read, and retell stories about people in Ancient Egypt and from the American Revolutionary era who contributed to their civilizations (e.g., Moses; Cleopatra; Ramesses II; Nefertiti; Tutankhamun; and American Founding Fathers such as George

Washington, Thomas Jefferson, James Madison, Patrick Henry, Benjamin Franklin, John Adams, Samuel Adams).

Geography

2.4 Students will increase geographic knowledge by using globes and maps of the world and the United States to:

- a. locate the countries of North America and the bordering oceans;
- b. locate and describe the equator, the Prime Meridian, and the four hemispheres; and
- c. identify major rivers, mountain ranges, lakes, and other physical features in the United States.

2.5 Students will connect geography to historical events studied by:

- a. locating what was Ancient Egypt on a contemporary map or globe; and
- b. locating Philadelphia, Pennsylvania, and Yorktown, Virginia, on a map or globe.

Civics

2.6. Students will recognize and explain the significance of state and national symbols and locations that honor and foster patriotism, such as:

- a. the Virginia State Capitol building, the Capitol Square in Richmond, the Yorktown Victory Monument; National Archives;
- b. homes of Virginians who fought for freedom during the American Revolution (e.g., Monticello, Montpelier, Mount Vernon, Scotchtown); and
- c. the Liberty Bell.

2.7 Students will explain how and why Americans honor local and national traditions by recognizing and celebrating civic holidays, such as:

- a. Memorial Day,
- b. Independence Day, and
- c. Veteran’s Day;

and learn patriotic songs such as:

- d. “America the Beautiful.”

2.9 Students will explain that United States citizenship involves, among other things, these rights and responsibilities:

- a. freedom of speech;
- b. freedom to practice your religion;

- c. voting for local, state, and national representatives;
- d. following the laws made by our representatives at the local, state, and national levels; and
- e. respecting the rights, beliefs, and opinions of other citizens.

Economics

2.9 Students will explain the basic economic principles of:

- a. identifying natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, computers, and buildings);
- b. distinguishing between the use of barter and the use of money in the exchange for goods and services; and
- c. explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Grade Three

Students in grade three build on all content learned in K-2. They make connections between the birth of democracy in ancient Greece and how it affected the formation of the United States government. They add the geography of southern Europe to their geographic knowledge. Third graders learn about the Constitution, including the Bill of Rights, and the structures of the Virginia and United States governments. Third graders build on their knowledge of American patriotism and the United States. Citizenship, in particular the rights guaranteed in the First Amendment. They round out their early elementary understanding of basic economic principles by learning about production, consumption, and supply and demand.

Students continue to apply foundational knowledge from previous History and Social Science Standards of Learning to read and write about ancient Greece and Rome, as well as the structure of the government of the United States. The grade three ELA standards also require students to give formal presentations; teachers may ask students to give oral presentations on the history-social science content delineated here.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

History

3.1 Students will describe the geographic, political, economic, social structures, and innovations of ancient Greece by:

- a. analyzing the connection between the geography of Greece and the development of city-states;
- b. explaining the concept of “polis,” including various concepts of citizenship and their limits;
- c. comparing and contrasting life in Athens and Sparta;
- d. explaining the difference between democracy and oligarchy;
- e. describing the significance of Greek mythology (polytheism) in everyday life; and
- f. describing the arts and architecture of ancient Greece, and their long-lasting influence in the world today (e.g., the Parthenon).

3.2 Students will describe the geographic, political, economic, social structures, and innovations of ancient Rome by:

- a. analyzing the connection between the geography of ancient Rome and its economy;
- b. describing the social system of ancient Rome, including the roles and rights of patricians, plebeians, slaves, and freedmen in Roman society;
- c. explaining the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs;
- d. describing the differences between the Roman Republic (e.g., rule of law, tripartite government, civic duty) and the Roman Empire; explaining how innovations in engineering and architecture contributed to Roman expansion; and

e. describing the arts and architecture of ancient Rome, and their long-lasting influence in the world today (e.g., the Pantheon).

3.3 Students will describe how the United States came to establish its Constitution, what it is, and what it does by:

- a. explaining the reasons for writing it, “to form a perfect union”;
- b. describing James Madison’s role in writing the United States Constitution;
- c. explaining that the United States Constitution is the supreme law of the land, establishing three branches of government: legislative, executive, and judicial;
- d. explaining the system of checks and balances; and
- e. explaining how the Bill of Rights in particular provides protection for our rights and liberties.

3.4 Students will hear, read, and retell stories about mythical and historical figures in ancient Greece and Rome and of the early American nation (e.g., Socrates, Plato, Aristotle, Hippocrates, Alexander the Great, Crassus, Julius Caesar, Mark Antony, Trajan, Hadrian, Marcus Aurelius, Constantine, Odysseus, Aeneas, James Madison, Alexander Hamilton, George Mason, Thomas Randolph, Tecumseh, John Copley, Gilbert Stuart, Benjamin West, John Russell Pope, Henry Bacon, Frederick Law Olmstead, and Harriet Tubman).

Geography

3.5 Students will describe major geographic features of the continent of Europe by:

- a. Identifying Europe’s countries (especially Greece and Italy), major rivers, mountain ranges, lakes, and other physical features on a map or globe.

3.6 Students will connect geography to historical events studied by:

- a. locating what was ancient Greece and Rome on a contemporary map or globe, including the Roman Empire at its height; and
- b. locating Philadelphia, Pennsylvania on a map.

3.7 Students will recognize and explain the influence of Greek and Roman architecture on significant United States buildings and monuments that honor and inspire patriotism, such as:

- a. The Jefferson Memorial (modeled on the Pantheon in Rome);
- b. The Lincoln Memorial (modeled on the Parthenon in Greece);

and learn patriotic songs such as:

- c. “The Star-Spangled Banner,” our national anthem.

Civics

3.8 Students will explain the basic structure of the United States government by:

- a. explaining why we have governments and the importance of self-rule;
- b. defining the three branches of the United States government and their roles at state and national levels;
- c. describing the purpose of the Bill of Rights; and
- d. explaining how their local governments are organized.

3.9 Students will define citizenship and continue to explain the rights and responsibilities of the United States citizenship, including:

- a. describing the rights guaranteed to citizens in the First Amendment;
- b. supporting and defending the Constitution;
- c. respecting and obeying local, state, and federal laws;
- d. running for elected office;
- e. serving on a jury; and
- f. paying local, state, and federal taxes.

Economics

3.10 Students will explain the basic economic principles of:

- a. production, distribution, and consumption of goods and services (in the ancient and contemporary worlds); and
- b. supply and demand.

Grade Four: *Virginia Studies*

The standards for grades four are not organized into the four core social studies strands, as the foundational standards for grades K – three are. Rather, they start with Virginia geography, then flow chronologically, tracking Virginia history from the time that Amerindians first inhabited the region to present day Virginia. The standards incorporate the histories of all the peoples who have been part of Virginia. During the course of study, students will examine the basic geographic features of the region, the history of Virginia’s Amerindians, the story of English colonization, the arrival of Africans, and the development of colonial society, including slavery. Students will also examine the Virginia Assembly/House of Burgesses, the first representative legislative body in North America; Virginia’s role in the American Revolutionary War; and the essential role that key Virginians played in the development of the new American nation, particularly with respect to the Declaration of Independence and the U.S. Constitution. Students will learn about the expansion of Virginia, its role in the Civil War, and how Virginia grew through the twentieth century and into the present.

In grades K – Three, students will have learned about the basic principles and organization of local, state, and federal governments. They will have gained a basic understanding of citizenship, particularly U.S citizenship, and of basic economic principles that will inform further study of world and U.S. history. In particular, students learn in grade four about the contributions of Virginians during the American Revolution and their role in declaring independence from Britain, preparing students well for the study of Early U.S. history in grade five.

In grade three, students learned how to write a coherent paragraph using evidence to support a topic sentence and closing with a strong concluding statement. Grade four students may apply that knowledge when writing about Virginia history content. They should use primary and secondary resources as evidence when developing and defending arguments about important aspects of Virginia’s history, both orally and in writing. While learning about the proper citation of sources in ELA, students can practice how to credit sources and present information in their own words.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Virginia’s Geography

VS.1 Students will explain the physical geography of Virginia by:

- a. locating Virginia and its bordering states on maps of the United States and North America;
- b. locating and describing the relative location and physical characteristics of Virginia's five geographic regions (Tidewater, Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau) on a map; and
- c. locating, identifying, and describing basic effects that Virginia’s seacoast, estuaries, and rivers have had on its history, economy, and culture.

Virginia’s Amerindian Nations

VS.2 Students will describe the Amerindian nations of Virginia by:

- a. describing Virginia's three most prominent **Amerindian** language groups (the Algonquian, the Siouan, and the Iroquoian);
- b. describing similarities and differences among different Amerindian nations in Virginia;
- c. describing the physical environment of, and the peaceful and warlike relationships and interactions among, the Amerindian nations in Virginia, circa 1600; and
- d. describing how archaeologists have recovered artifacts from important places in the history of Virginia's Amerindian nations (e.g., Werowocomoco).

English Colonization

VS.3 Students will explain the causes and effects of events associated with the first permanent English settlement in North America by:

- a. explaining the reasons for English colonization (e.g., wealth, adventure, independence, exploration, religious freedom);
- b. describing the geographic influences on the decision to settle at Jamestown;
- c. describing examples of conflict and cooperation between the English colonists and the Amerindian nations;
- d. describing the hardships that Jamestown settlers faced and the changes they made to ensure survival (e.g., trade with the Powhatan, the leadership of Captain John Smith, land ownership, the successful commercial cultivation of tobacco);
- e. evaluating the effect of the arrival of Africans and women to the Jamestown settlement;
- f. explaining the significance of establishing the General Assembly (1619), the first representative legislative body in English America; and
- g. describing Bacon's Rebellion.

VS.4 Students will explain the early development of slavery in colonial Virginia by:

- a. comparing European, Amerindian, and African forms of slavery, and comparing slavery with other forms of forced labor such as serfdom and indentured servitude;
- b. explaining that European countries began sending African slaves to the Americas as early as the 16th century;
- c. describing that the Virginia General Assembly passed a law in 1705 that established the legality of owning human beings as property, thus beginning the practice of inter-generational slavery; and
- d. explaining the connection between the growth of tobacco plantations in Virginia and the growth in the number of African slaves.

Virginia, the American Revolution, and the Birth of a New Nation

VS.5 Students will learn about key events during the American Revolution with emphasis on explaining the role of Virginia and Virginians by:

- a. identifying the Virginia Declaration of Rights and describing how it protected individual rights and freedoms and how the declaration inspired Virginians to engage in war against Britain.
- b. identifying that Virginia became the first state to adopt its own constitution, which declared independence from British rule and set the framework for a separation of powers between the general assembly and the governor.
- c. identifying the main events leading up to the American Revolution including the sugar tax, Proclamation of 1763, Stamp Act, Quartering Act, boycotts against British goods, and the Boston Massacre;
- d. examining the reasons as expressed in the Declaration of Independence why the colonies went to war with Great Britain;
- e. examining the important contributions of Virginians during the Revolutionary War era (e.g., Patrick Henry, Thomas Jefferson, George Mason, George Washington, free and manumitted African American soldiers in colonial militias);
- f. explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg (e.g., Jamestown fire, Williamsburg’s higher elevation, military defense, cleaner water); and
- g. identifying the importance of the American victory at Yorktown.

VS.6 Students will explain the growth of the new American nation with emphasis on the role of Virginians by:

- a. describing the role that Thomas Jefferson played both in Virginia’s first government and in declaring independence from Great Britain;
- b. describing the role that James Madison played in writing the U.S. Constitution and the Bill of Rights, as the “Father of the U.S Constitution”;
- c. explaining the principles in the founding documents of Virginia and the United States (e.g., the Declaration of Independence; the U.S. Constitution, especially the Bill of Rights; Virginia Statute for Religious Freedom);
- d. explaining why George Washington, America’s first president, is called the “Father of our Country”;
- e. describing Nat Turner's Rebellion, its aftermath, and its effect on slavery in Virginia;
- f. describing the purpose and functions of the three branches of the United States government and Virginia’s current state government;
- g. explaining the influence of geography and technological advances on Americans’ westward migration and the role of Virginians in other states and western territories in the first half of the 1800s; and
- h. explaining Virginia’s prominence in national leadership, emphasizing its eight presidents from Thomas Jefferson to Zachary Taylor.

Civil War and Reconstruction

VS.7 Students will analyze key events of the Civil War and explain Virginia’s role in the Civil War by:

- a. explaining the basic causes for the Civil War;
- b. evaluating 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;
- c. identifying and explaining the roles of notable Virginians (e.g., Winfield Scott, George Thomas, Thomas J. “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Powhatan Beaty);
- d. identifying major battles that took place in Virginia (e.g., First and Second Manassas, Fredericksburg, Mc Dowell/Jackson’s Valley Campaign, Chancellorsville, Petersburg, Appomattox, Harpers Ferry); and
- e. evaluating the experiences of African Americans (free and slave), whites, and Amerindians during the war (e.g. Clara Barton, Sally Tompkins, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, Mary Bowser, Ely Parker).

VS.8 Students will explain the reconstruction of Virginia following the Civil War by:

- a. describing what the 13th amendment to the Constitution accomplished;
- b. examining the effects of Reconstruction on life in Virginia;
- c. describing the role that the “freedmen’s schools” played in the lives of African Americans in Virginia after the Civil War;
- d. describing the effect of the Supreme Court’s *Plessy v. Ferguson* decision;
- e. analyzing the effects of segregation and “Jim Crow” laws on life in Virginia; and
- f. explaining the significance of Jackson Ward in Richmond and Vinegar Hill in Charlottesville.

Change and Growth of Virginia

VS.9 Students will understand the ways in which Virginia became interconnected and diverse by:

- a. explaining the importance of railroads, new industries, and the growth of cities to Virginia’s economic development in the late 1800s;
- b. explaining the economic and social transition from a rural society to a more urban society;
- c. identifying the historic roles of notable Virginians, such as Pearl Bailey, Russell Baker, Harry F. Byrd, Sr., Willa Cather, Ella Fitzgerald, Robert Walter Johnson, George Marshall, Virginia Randolph, and Tom Wolfe; and
- d. evaluating how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens (e.g., Equal Suffrage League, Maggie L. Walker).

VS.10 Students will describe the Civil Rights Movement in Virginia by:

- a. explaining the causes and effects of desegregation and Massive Resistance (e.g., 1940 Norfolk School Board case, 1951 Farmville protest, the Supreme Court's *Brown v. Board of Education* decision, 1964 Prince Edward County Supreme Court case, and *Loving v. Virginia* Supreme Court decision in 1967); and
- b. investigating the political, social, or economic effects of choices made by Virginians during the civil rights era (e.g., Maggie L. Walker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, Barbara Johns, A. Linwood Holton, Jr., and L. Douglas Wilder).

Into Virginia's Future

VS.11 Students will explain Virginia's current role in America and the world by:

- a. exploring the major products and industries of 21st Century Virginia (e.g., software engineering, other technology, defense industry, federal government); and
- b. exploring the effect of the ideas, innovations and advancements of Virginians in America and the world.

Grade Five: *United States History to 1865*

The Standards for United States History to 1865 are generally covered in upper elementary or middle school grades (Grade 5 – 8). Students develop an understanding of United States history from precolonial times, when only Amerindians inhabited the North American Continent, through the American Revolution and the founding of our Constitutional republic, and through the end of the Civil War in 1865. Students will analyze the people, places, and events that shaped the young nation, learning the histories of all the peoples who are part of American history during this era. Students will study primary source documents that laid the foundation for American ideals and institutions and examine a wide range of sources about key events in early American history, including the Civil War. Grade five students solidify understanding of U.S. geography, learning about the varied geographic features of America’s major geographic regions and major bodies of water.

Having learned about Virginia’s rich history in grade four, including the role that key Virginians played in the formation of the United States, grade five students are well prepared to examine the people and events that formed the new nation and about the causes, course of events, and effects of the Civil War. This exploration of America’s early years prepares students well for their study of American history after the Civil War and into the 21st century.

In grade five ELA, students increase their ability to conduct research by focusing on evaluating the relevance, reliability, and credibility of information collected to create a research paper. Students also define the meaning and consequences of plagiarism. These important standards are easily applied when students conduct research in the context of this U.S. history course. Students may conduct research about the people and events delineated here with the same emphasis on the evaluation of sources, achieving the goals set forth in two different content areas with assignments that are compelling for students. Similarly, students may practice reading comprehension when reading historical fiction and nonfiction texts, including primary resources, in this course. As students build on previous content knowledge, their reading comprehension at increased levels continues to improve.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Geography of North America

USI.1 Students will use maps, globes, photographs and other tools as necessary to:

- a. locate North America in relation to the other continents, and the oceans;
- b. locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
- c. locate major bodies of water 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
- d. memorize the 50 states and their capitals throughout the year.

Early Cultures of North America

USI.2 Students will describe how early cultures developed throughout North America by:

- a. describing how archaeologists have recovered artifacts from ancient settlements to develop theories about when the first humans came to America;
- b. describing the methods and results of paleogenetic analysis of Amerindians; and
- c. locating where Amerindians lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.

USI.3 Students will explain European exploration and colonization in North America by:

- a. describing the motivations for, obstacles to, and accomplishments of the Dutch, Spanish, French, Portuguese, and English explorations; and
- b. describing cultural and economic interactions between Europeans and Amerindians that led to cooperation and conflict.

USI.4 Students will describe the Transatlantic Slave Trade and its economic effect on the Western hemisphere by:

- a. identifying the location and characteristics of the West African slaver kingdoms of Oyo, Asante, and Dahomey;
- b. describing the arrival of the first Africans to British North America;
- c. identifying the economic dimensions of the slave trade in America (e.g., as reflected in ships' manifests, tax receipts, bills of sale, and insurance policies);
- d. identifying the challenges and hardships that slaves faced in the United States; and
- e. identifying the kinship, family ties, and common values that shaped the culture and society of African American slaves.

Colonial America and the American Revolution

USI.5 Students will explain the social, political, religious, economic, and geographic factors that shaped colonial America by:

- a. describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;
- b. explaining Virginia's importance as one of the most populous and wealthiest colonies;
- c. describing the widespread liberty, suffrage, and prosperity of colonial America;
- d. comparing the lives of various groups including, but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and free and slave African Americans;
- e. describing the specialization and interdependence of the regions on one another; and

f. explaining the changing political and economic relationships between the colonies and Great Britain (e.g., representative self-rule in the colonies).

USI.6 Students will explain the causes, key events, and effects of the American Revolution by:

- a. identifying the causes and effects of the French and Indian War;
- b. comparing and contrasting the viewpoints of Loyalists and Patriots;
- c. describing how Enlightenment ideas, the Great Awakening, Judeo-Christian religion, Magna Carta, common law, and ideals from ancient Rome and Greece shaped the revolutionary movement in America and led to the writing of the Declaration of Independence and the formation of the United States government;
- d. explaining the “injuries and usurpations,” as they were called in the Declaration of Independence, that led to the American Revolution;
- e. describing the significance of key events leading to and including the Declaration of Independence (e.g., “taxation without representation,” the Boston Tea Party, Boston Massacre, First and Second Continental Congresses, Battles of Lexington and Concord);
- f. explaining the course of events in the American Revolution (e.g., major battles and military events such as Bunker Hill, Trenton, Valley Forge, Saratoga, King’s Mountain, Yorktown) and reasons why the colonies were able to defeat Great Britain; and
- g. describing the roles of key individuals including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, and the Marquis de Lafayette.

A New Nation and Its Expansion

USI.7 Students will describe the challenges faced by the new nation by:

- a. explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation;
- b. describing the historical development of the Constitution of the United States, with an emphasis on the role of Virginians James Madison and John Marshall;
- c. explaining what the Constitutional Convention was and what the Three-Fifths Compromise was;
- d. explaining the debate over ratifying the Constitution and the reasons for the addition of the Bill of Rights;
- e. explaining the three branches of U.S. government;
- f. identifying John Randolph and his opposition to a strong federal government;
- g. describing the annexation of Texas and the Mexican War;
- h. analyzing the causes and effects of Indian Removal policies (e.g., the Removal Act, Trail of Tears, Seminole Wars), explaining the contemporary debate among Americans about the morality

and legality of these policies, and describing the role of key people including Chief John Ross, Chief Osceola, and Andrew Jackson; and

i. describing the major accomplishments of the first five presidents of the United States (e.g., the exploration and expansion of U. S. territory during Thomas Jefferson’s presidency due to the Lewis and Clark expedition and the Louisiana Purchase, the Barbary Wars, and the Monroe Doctrine).

USI.8 Students will explain westward expansion and reform in America from 1801 to 1861 by:

a. describing the reasons why Americans wanted to settle the west (e.g., adventure, land, religion, profit, a good life);

b. describing how territorial expansion affected the political map of the United States, such as the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, and the acquisitions of Florida, Texas, Oregon, and California;

c. explaining how geographic and economic factors influenced the westward movement of settlers;

d. describing the aspirations of pioneers and the effect of westward expansion on Amerindians;

e. describing the causes, course of events, and effects of the War of 1812 (e.g., conflicts with European states over U.S. territorial expansion, the burning of Washington, D.C., the role of Andrew Jackson, and the effects of the war on Amerindians in the U.S.);

f. explaining the effect of American innovators, inventions, and free enterprise including the cotton gin, the reaper, the steamboat, the telegraph, the Colt revolver, and the steam locomotive; and

g. explaining the rise of abolitionist and women’s emancipation movements.

The Civil War

USI.9 Students will describe the causes, major events, and effects of the Civil War by:

a. describing how slavery affected the cultural, economic, and constitutional debates that divided the nation;

b. describing how transformations of agriculture and industry affected the economic underpinnings of slavery;

c. explaining how the geographical expansion of the United States heightened the stakes of Americans’ conflicting views about slavery;

d. describing the Missouri Compromise and what it accomplished;

e. explaining the catalysts for secession and the factors that led individual states to remain in the Union or join the Confederacy;

f. describing how individuals influenced the course of the Civil War including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, William Tecumseh Sherman, and Frederick Douglass;

- g. describing critical developments in the war, including the strategic and tactical decisions associated with major battles (Fort Sumter, First Manassas, Shiloh, Gettysburg, Appomattox); and
- h. describing the effects of war on all Americans.

Grade Six: United States History: U.S. History 1865 to the Present

Grade six students continue to develop an understanding of the challenges that faced Americans after the Civil War, through two world wars, and to the present. Students analyze how the United States developed and changed throughout this time, emphasizing multiple interpretations of important issues and events. Throughout the chronological study of United States history since 1865, students will understand how the growth of the United States following the Civil War transformed the country and led to the growth of the United States into a world power. Grade six students will understand the causes and events that led to World War I, World War II, and the fall of communism in Eastern Europe and the dissolution of the Soviet Union.

The study of early American history in grade five prepared students in grade six to continue the exploration of America and Americans through its expansion in the early 20th century, through two world wars, and into contemporary times. In particular, having acquired good knowledge of America's earliest years, especially its founding principles, students in grade six are well-equipped to learn about how we have expanded the sphere of liberty since 1865. Sixth graders learn about American heroes and innovators who improved life for Americans and all of humanity. Students are introduced or reintroduced to key events in American history such as the Great Depression and the Civil Rights Movement. Students have the opportunity in later grades to explore these topics in greater depth.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Westward Expansion

USII.1 Students will analyze westward expansion after the mid-19th century by:

- a. identifying the motivations for westward expansion (e.g., economic challenges, seeking new opportunities, the Gold Rush, Manifest Destiny) and their political, social, and economic effects;
- b. explaining how technology allowed settlers to adapt to the physical features and climate of the West and how westward expansion spurred technological growth (e.g. the spread of the printing press, the telegraph, the railroads, firearms, barbed wire, artesian wells, the steamboat, roads, and canals);
- c. detailing the events and developments associated with the Northwest Ordinances, Oregon Treaty, Pacific Railway Act, Gadsden Purchase, Pony Express, annexation of Texas, Treaty of Guadalupe Hidalgo, and the Homestead Act;
- d. describing the key routes of westward expansion including the Oregon Trail, Mormon Trail, Santa Fe Trail; and
- e. explaining the effect that westward expansion had on Amerindians.

Effects of Reconstruction

USII.2 Students will understand the effects of Reconstruction on American life by:

- a. analyzing the goals and the effects of the Thirteenth, Fourteenth, and Fifteenth Amendments, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, and how they changed the meaning of citizenship in America;
- b. comparing plans for Reconstruction including Lincoln’s Ten Percent Plan, President Johnson’s Plan, and the Radical Republican Plan for Reconstruction;
- c. describing the role of Congress and the Supreme Court in Reconstruction policies;
- d. describing the role and motivations of “carpetbaggers” and “scalawags” during Reconstruction;
- e. describing tenant farming and sharecropping in the post-Civil War South;
- f. detailing the effect of Reconstruction policies on the South and North and how they affected individual rights and freedoms;
- g. describing the legacies of Abraham Lincoln (including The Gettysburg Address), Ulysses Grant, Robert E. Lee, Hiram Revels, Frederick Douglass, and Mark Twain;
- h. describing the role of African American politicians during Reconstruction, including Dr. Daniel M. Norton and Edward David Bland from Virginia;
- i. describing racial segregation, the rise of “Jim Crow” laws, Black Codes, and other constraints faced by African Americans and other people after Reconstruction;
- j. detailing the rise of violence and intimidation of Black Americans including lynching and armed conflict, the formation and actions of paramilitaries such as the Ku Klux Klan, the White League, and the Red Shirts;
- k. analyzing African American responses to Jim Crow (e.g. underground cotton markets; formation of the NAACP; strikes, protests; the work of leaders like Booker T. Washington; W.E.B. DuBois; Mary White Ovington; Ida B. Wells-Barnett; role of Historically Black Colleges and Universities (HBCUs); Maggie Walker; aspiration and success in the realms of education, economics, religion, and culture); and
- l. explaining how the presidential election in 1876 ended Reconstruction.

Industrialization and Growth

USII.3 Students will understand how industrialization changed life in rural and urban America after the Civil War by:

- a. explaining how natural resources, transportation, and industrial development have fueled economic growth from 1865 to the present day;
- b. describing the effect of new technology and the growth of industry on American farms and in cities (e.g. water-powered mills, canals, the cotton gin, the steam engine, the reaper, the railroads, sewing machines, typewriters, elevators, machinery for tool manufacture);
- c. detailing the reasons for the increase in immigration in the 19th century (e.g. search for prosperity, potato blight, cholera epidemic, freedom from religious and political persecution);
- d. describing the growth of cities and the challenges that the expansion caused;

- e. evaluating and explaining the effect of the Progressive Movement on the challenges created by the rapid transformation of the country after the Civil War (e.g. the role of muckrakers, the Meat Inspection Act, Pure Food and Drug Act, the Seventeenth Amendment, anti-trust laws, organized labor, creation of the Federal Reserve, women’s suffrage movement, temperance movement, corruption, mafia, and the eugenics movement);
- f. explaining the effect of Populism in the United States and Virginia (e.g. Grange, Farmers’ Alliance, and People’s Party); and
- g. evaluating the legacy of Theodore Roosevelt on the conservation of lands, the establishment of national parks and monuments, and the preservation of wildlife.

USII.4 Students will explain how the United States gained international power and expanded its sphere of international influence from the late nineteenth century through World War I by:

- a. explaining the growth of United States’ territories, including the reasons for and results of the Spanish-American War (e.g. Cuban War for Independence, Treaty of Paris, U.S. acquisition of territories: Guam, Puerto Rico and the Philippines);
- b. describing developments in American foreign policy including the expansion of the Monroe Doctrine to include the Roosevelt Corollary, the Open Door Policy, Theodore Roosevelt’s “Big Stick” policy, the building of the Panama Canal, and “dollar diplomacy”;
- c. analyzing the major events/battles of World War One and examining the roles of key leaders and groups (e.g. air warfare, submarine warfare, Zimmerman telegram and the sinking of the Lusitania, the experiences of soldiers in trench warfare and its long-lasting effects, Harlem’s “Hellfighters”);
- d. describing U.S. responses to the war including Woodrow Wilson’s Neutrality Acts, and other key events, such as the use of wartime propaganda, and the Espionage Act;
- e. evaluating and explaining the pros and cons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war (e.g. Wilson’s 14 Points, the Treaty of Versailles, League of Nations, Paris Peace Conference, American Relief Administration); and
- f. explaining how post-war sanctions set the stage for World War II.

USII.5 Students will analyze the social, political, 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 (e.g. Henry Ford, Alexander Graham Bell, Thomas Edison, Granville Woods);
- b. describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c. differentiating between capitalism and communism and how each affected America during the early 1900s, including the Bolshevik Revolution, anarchist bombings, and the first Red Scare;

- d. explaining the importance of the campaign for Women’s Suffrage and key events in history that led to the Nineteenth Amendment (e.g. Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells, Sojourner Truth);
- e. examining art, literature, and music from the 1920s and 1930s, including but not limited to the Harlem Renaissance (e.g. proliferation of jazz and blues music, movement from "realism" to “modernism” in visual art and literature);
- f. analyzing the effects of the “Roaring Twenties,” the Great Depression, and the Dust Bowl on Americans’ lives; and
- g. describing the major features of Franklin D. Roosevelt’s New Deal: how it helped some Americans and hurt others.

World War II and America’s Transformation

USII.6 Students will analyze the major causes, events, and effects of America’s role in World War II by:

- a. explaining the rise and spread of militarism and totalitarianism internationally (e.g. Imperial Japan, fascist Italy, Nazi Germany, communist Russia);
- b. explaining the causes and events that led to American involvement in the war, including the war in the Pacific, the attack on Pearl Harbor, and the policy of appeasement towards Nazi Germany;
- c. locating and describing the major events and turning points of the war in Europe and the Pacific (e.g. Battle of Midway, Battle of the Atlantic, Guadalcanal, Operation Torch, Operation Overlord/Battle of Normandy, Battle of the Bulge, Okinawa, Battle of Berlin, D-Day, the Holocaust);
- d. identifying the roles and sacrifices of individual American military servicemen, as well as the unique contributions of the special fighting forces (e.g. the Tuskegee Airmen, the 442nd Regimental Combat Team, the Navajo Code Talkers);
- e. evaluating the effect of the war on the home front (e.g. end of the Great Depression, industrialization of South and West, large migrations out of the South and to the West Coast, efforts to eliminate employment discrimination, women in the workforce, POWs in American, Japanese internment camps, rationing, conservation, war bonds, GI Bill);
- f. examining the course of events and the pros and cons of the Manhattan Project;
- g. describing the events that led to the surrender of Axis Powers and America’s role in the Allied victory; and
- h. explaining how key decisions made by Allied forces, like the Atlantic Charter, affected the course of the war and the world thereafter.

Contemporary America

USII.7 Student will analyze 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 superpowers, the establishment of the United Nations, the Truman Doctrine, The Marshall Plan, and the Berlin airlift;
- b. examining the role of the United States in defending freedom during the Cold War with the Soviet Union, including study of the differences in their views on self-governance, their forms of government and their economies; the wars in Korea and Vietnam; the Cuban missile crisis; and the collapse of communism in Eastern Europe;
- c. describing the competition for space exploration and nuclear capability;
- d. describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, ending the military draft, women, and minorities; and
- e. explaining the effect of technological advances during and after the war (e.g., sonar, radar, the cavity magnetron, nascent computers, television; and advances in medicine such as blood transfusions, skin grafts, antibiotics, and globalization) on American day-to-day life.

USII.8 Students will analyze the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

- a. exploring the accomplishments of innovators and heroes who affected America and the world during this era (e.g., Martin Luther King, Jr., Dorothy Height, Marian Anderson, John F. Kennedy, and Ronald Reagan);
- b. detailing the key events and individuals of the Civil Rights Movement in America and Virginia including Martin Luther King, Jr, Herbert Brownell, Rosa Parks, Malcolm X, Rosa Parks, Ruby Bridges, John Lewis, Medgar Evers, Ralph Abernathy, boycotts, Selma, Massive Resistance, and Lyndon Johnson;
- c. Examining key events of the time including the Apollo Missions and landing on the moon, presidential assassination and other assassination attempts, the women’s movement of the 1960’s and 70s, creation of public sector labor unions, Nixon’s resignation.
- d. describing the development of new technologies in communication, entertainment, and business and their effect on American life (e.g. the microphone, television, computers, magnetic tape, the electric guitar, the synthesizer, mobile phones, digitized music, photography and video);
- e. evaluating and explaining post WWII American foreign policy, particularly the roles played by Ronald Reagan, Margaret Thatcher, Pope John Paul II, and Mikhail Gorbachev in the fall of communism in Eastern Europe and the dissolution of the Soviet Union; and
- f. analyzing the September 11, 2001 attack on America and the Global War on Terror.

Grade Seven: Civics and Economics

Students deepen and broaden their understanding of the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles on which the constitutions of Virginia and the United States were established, identify the rights and responsibilities of citizenship, and describe the structure and operation of government at the local, state, and national levels. Students gain practical knowledge about how the American government functions at all levels. Students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will focus on individual rights and responsibilities to understand traits such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, which facilitate thoughtful and effective participation in America's civic life.

Students will have developed good foundational knowledge of United States history and civics in grades K – 6 that will serve them well as they explore more deeply the foundational principles that led to the establishment of the U.S. government and the role of commerce, both domestically and internationally. Students will explore the basic structures of Virginia and United States government and economic systems, as well as the intellectual and practical knowledge necessary for citizenship.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

American Constitutional Government

CE.1 Students will explain the foundations of American constitutional government by:

- a. explaining the fundamental principles of consent of the governed, limited government, rule of law, representative democracy, and constitutional republic;
- b. describing the influence of the Magna Carta; English Common law; charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612; the Virginia Declaration of Rights; the Declaration of Independence; the Articles of Confederation; and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
- c. compare and contrast debates, compromises, and plans about the drafting and ratification of the U.S. Constitution.
- d. describing the purpose of the Constitution of the United States as stated in its Preamble;
- e. explaining the fundamental principles and concepts of the U.S. government, including Creator-endowed unalienable rights, due process, equal justice under the law, equal protection, federalism, elections and a representative government, limited government, right to private property, popular sovereignty, right to privacy, rule of law, supremacy clause, and separation of powers; and
- f. describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

CE.2 Students will analyze how American constitutional government functions at the national level by:

- a. describing the structure and powers of the government (the three branches of government);
- b. explaining the principle of separation of powers and the operation of checks and balances;
- c. explaining the lawmaking process; and how individuals and interest groups can influence public policy; and
- d. describing the particular role and powers of the executive branch (i.e., as explained in Article II of the U.S. Constitution).

CE.3 Students will analyze how constitutional government functions at the state level by:

- a. describing the structure and powers of the state government (the three branches of government);
- b. explaining the relationship between state governments and the national government in the federal system referencing Federalist #10 and the tension that exists between state and federal powers;
- c. explaining the state lawmaking process; and
- d. describing the roles and powers of the executive branch and regulatory boards as they affect states.

CE.4 Students will analyze American constitutional government at the local level by:

- a. describing the structure and powers of the local government and explaining the local lawmaking process;
- b. explaining the relationship between local government and the state government;
- c. comparing and contrasting powers and responsibilities of local, state, federal, and tribal governments, how each is financed, and how they work together and separately.

CE.5 Students will explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by:

- a. describing the system of state and federal courts, what jurisdiction is, and what judicial review is;
- b. describing how due process protections seek to ensure justice;
- c. comparing and contrasting civil and criminal cases; and
- d. explaining the effects of Supreme Court cases affecting the judiciary, such as Marbury v. Madison.

Citizenship and Civic Life

CE.6 Students will define citizenship by:

- a. describing the processes by which an individual becomes a citizen of the United States;
- b. describing the rights and privileges guaranteed by the First Amendment freedoms of religion, speech, press, assembly, and petition and the rights guaranteed by due process and equal protection under the law (5th and 14th amendments);
- c. describing the rights and privileges guaranteed by the other amendments of the Bill of Rights;
- d. describing the responsibilities of U.S. citizenship, including obeying the laws, paying taxes, defending the Constitution, serving on a jury, and voting;
- e. explaining who is eligible to vote and why; and
- f. examining how civic participation can serve the public good, i.e., the importance of volunteering, participating in political campaigns, staying informed about current issues, and respecting differing opinions.

CE.7 Students will describe the character traits that exhibit effective and respectful participation in civic life: trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, self-reliance; respect for the law; patriotism; and service to one's neighbors and to the country as a whole.

The Political Process

CE.8 Students will describe the political process at the local, state, and national levels of government by:

- a. describing the functions of political parties;
- b. analyzing campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers;
- c. evaluating and explaining the role of campaign contributions and the cost of campaigns;
- d. examining the history of and requirements for voter registration; and
- e. describing the role of the Electoral College in the election of the president and vice president.

CE.9 Students will explain the role of the media and social media (i.e., their influence on local, state, and national levels of government) by:

- a. explaining the role of the press in reporting events without bias;
- b. describing the effect that biased reporting can have on public opinion and public policy;
- c. explaining the role that individuals can play in the political process by expressing their opinions publicly via print or online media; and
- d. evaluating the effect of social media on political campaigns, politics, and civic discourse.

CE. 10 Students will analyze the role of public participation in American civic life by:

- a. describing duties and responsibilities of citizens including paying taxes, jury duty, following the law, voting, and selective service;
- b. evaluating voting dates and processes in Virginia; and
- c. explaining who is and who is not eligible to vote and why.

Economic Decisions

CE.11 Students will analyze how economic decisions are made in the marketplace and in daily life by:

- a. explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an "opportunity cost";
- b. explaining the importance of innovation and productivity, including the freedom to choose occupations, and how to spend leisure and work time; and
- c. comparing and contrasting free market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on daily life (e.g., use examples from history that explain differences in standards of living and the toll on human lives).

CE.12 Students will describe the United States economy by:

- a. evaluate the unique qualities of free enterprise and how liberty cannot survive without it;
- b. describing the characteristics of the United States economy such as government, private property, capital investment, markets, consumer sovereignty, and competition;
- c. explaining the effect in a market economy of supply and demand on consumer prices;
- d. describing types of business organizations (e.g., for and not for profit, private, and publicly traded) and the role of entrepreneurship;
- e. Explaining the effect of consumers, producers, and the government interactions on the economy;
- f. explaining how financial institutions channel funds from savers to borrowers; and
- g. analyzing the role of Virginia in the United States and global economies, with an emphasis on the effect of technological innovations.

CE.13 Students will analyze the role of government in the United States economy by:

- a. examining the effect of competition in the marketplace;
- b. explaining how and why government provides certain goods and services;
- c. describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services;
- d. explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;

e. explaining the role of government currency and analyzing the purpose of a money economy; and

f. evaluating how and why governments regulate industry, labor, and competition in the marketplace.

CE.14 Students will explain career opportunities and understand the fundamentals of personal finance by:

a. identifying the talents, interests, and aspirations that can influence career choice;

b. identifying the attitudes and behaviors that strengthen the individual work ethic and promote career success;

c. identifying abilities, skills (intellectual and physical), and education and the changing supply of and demand for them in the economy;

d. examining the effect of technological change and internationalized labor markets on career opportunities;

e. describing the importance of education to one's intellectual life, lifelong learning, and personal financial goals;

f. analyzing the role of financial responsibility in good citizenship, (e.g., evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees); and

g. describing the importance of equal opportunities for access to education and training.

Grade Eight: World Geography

The focus of this course is the study of the world's peoples, regions, and physical characteristics, with an emphasis on the world's peoples and their cultural characteristics, economic development, and settlement patterns.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

WG.1 The student will analyze the characteristics of the United States and Canadian regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.2 The student will analyze the characteristics of the Latin American and Caribbean regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.3 The student will analyze the characteristics of the European region by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.4 The student will analyze the characteristics of the Russian and Central Asian regions by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical features;

- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.5 The student will analyze the characteristics of the Sub-Saharan African region by:

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes;
- b. describing major physical features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.6 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 features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.7 The student will analyze the characteristics of the South Asian 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 features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.8 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 features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

WG.9 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 features;
- c. explaining important economic characteristics; and
- d. recognizing cultural influences.

Grade Nine: World History and Geography to 1500 AD

The standards for the World History and Geography to 1500 AD offer opportunities for students to explore the historical development of people, places, and patterns of life from ancient time until 1500 AD. Students will examine the emergence of hunter-gatherer societies and the effect of geography the development of civilizations. Students will explore civilizations throughout the ancient world to understand the reasons for their development and how they influenced the further development of civilizations throughout the world. Students will examine the interactions and conflicts among them. Through historical research, analysis and interpretation, students will understand the relationships among key historical events (causes and effects) up to the Renaissance.

Students may easily apply literacy standards for grade nine in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally and in writing.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Paleolithic Era into the Agricultural Revolution Neolithic Era (approximately 2.6 million years BC – 3000 BC)

WHI.1 Students will describe the period from the Paleolithic Era into the Neolithic Era by:

- a. explaining the emergence of hunter-gatherer societies;
- b. describing characteristics of hunter-gatherer societies, including their use of tools and fire;
- c. analyzing how technological and social developments gave rise to sedentary settlements; and
- d. analyzing how archaeological and paleogenetic discoveries change current understanding of early societies.

Development of Early Civilizations (approximately 4,000 – 3,500 BC)

WHI.2 Students will compare and contrast events in world history during this era by:

- a. analyzing conflicts and reactions to various forms of government;
- b. evaluating economic principles of the era;
- c. identifying how science, technology, and innovations altered societies;
- d. analyzing the cultural, political, and religious structures throughout this era including philosophy; religion, enlightenment, natural rights, and civic and political institutions;
- e. describing political structures throughout this era, including civic ideals such as freedom, liberty, and justice;
- f. explaining systems of government during this era; and
- g. analyzing the social system throughout the world during this era, from leaders to slaves.

WHI.3 Students will describe the early societies in the Fertile Crescent by:

- a. locating these civilizations (e.g., Mesopotamia, Egypt, Nubia) in time and place and describing their major geographic features;
- b. describing the development of social, political, and economic patterns during this era, including all social classes from leaders to slaves;
- c. describing the development of the Israelites; as well as the origins, beliefs, traditions, customs, persecution, and spread of Judaism;
- d. describing the origins, beliefs, traditions, customs and, persecution, and spread of Christianity;
- e. describing the origins, beliefs, traditions, customs, persecution, and spread of Islam; and
- f. describing the development of the Phoenician civilization.

WHI.4 Students will describe ancient Asian societies by:

- a. analyzing the development of ancient India and China, including locating them in time and place and describing their major geographic features;
- b. describing social, cultural, political, and economic development of ancient India including its roots in the varnas and the jatis system.
- c. describing the origins, beliefs, customs, and growth of Hinduism;
- d. describing the origins, beliefs, customs, and growth of Buddhism;
- e. describing social, cultural, political, and economic development of ancient China; and
- f. describing the influence of Confucianism, Taoism, and Legali.

WHI.5 Students will analyze the geographic, political, economic, religious, and social structures of Persia and Greece and their influence on Western civilization by:

- a. describing the major geographic features of ancient Persia and Greece, analyzing the effect that their geography had on their development;
- b. describing the social, cultural, political, and economic aspects of ancient Persia;
- c. describing the social, cultural, political, and economic development of Greece, with emphasis on the significance of Athens and Sparta, on the development of citizenship (including its limits), and on different forms of Greek government, including democracy;
- d. evaluating the causes and consequences of the Persian and the Peloponnesian wars;
- e. evaluating the significance of Alexander the Great's conquest of Greece and the formation and the spread of Hellenistic culture; and
- f. explaining the influence of ancient Greek contributions in drama, poetry, philosophy, sculpture, architecture, science, and mathematics (e.g., Greek tragedy and comedy, Socrates, Plato, and Aristotle, the Parthenon, the Acropolis, Homer, Greek mythology, Euclid, Archimedes).

WHI.6 Students will analyze the causes and effects of the rise and fall of the Roman Republic and the Roman Empire by:

- a. describing the early strengths, the far reach, and lasting contributions of Rome (e.g., significance of Roman citizenship; military proficiency; rights under Roman law; Roman art, architecture; engineering, and philosophy; the persecution and eventual adoption and transmission of Christianity throughout Europe) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, political instability, and inability to defend against barbarian invasions);
- b. identifying the geographic borders of the empire at its height and the factors that threatened its territorial cohesion;
- c. describing the establishment by Emperor Constantine of the new capital in Constantinople and his eventual division of the Roman Empire in 330 AD into the Eastern (Byzantine) and Western Roman Empires,
- d. describing the origins, beliefs, customs, and growth of Christianity, including the New Testament, early church councils, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa; and
- e. explaining the unifying role of the Church in Europe after the collapse of Rome in the late 5th century.

The Middle Ages (Fall of Rome in 476-early 15th century)

WHI.7 Students will analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages by:

- a. identifying the physical features and describing the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life;
- b. tracing the origins of Islam, including its connections with Judaism and Christianity;
- c. explaining the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life;
- d. describing the expansion of Muslim rule through military conquests and treaties, the Muslim importation of slaves from Europe and Africa, the cultural blending within Muslim civilization, and the spread of Islam and the Arabic language;
- e. describing the growth of cities and the establishment of trade routes through Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society; and
- f. explaining the influence of Greek and Persian knowledge on Muslim scholarship, the intellectual exchanges among Muslim scholars of Eurasia and Africa, and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

WHI.8 Students will analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages by:

- a. describing the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan;
- b. describing agricultural, technological, and commercial developments during the Tang and Sung periods;
- c. analyzing the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods;
- d. explaining the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty;
- e. tracing the historic influence of such discoveries as tea, silk, porcelain, the manufacture of paper, woodblock printing, the compass, and gunpowder; and
- f. describing the development of the imperial state and the scholar-official class.

WHI.9 Students will analyze the geographic, political, economic, religious, and social structures of sub-Saharan civilizations in Medieval Africa by:

- a. describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana, Songhai, and Mali empires;
- b. describing Muslim conquests, the Muslim slave trade, and the survival of Christian Ethiopia;
- c. analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in Africa;
- d. describing the role of military conquest and the trans-Saharan caravan trade in the changing religious and cultural characteristics of Africa and the influence of Islamic beliefs, ethics, and law;
- e. tracing the growth of the Arabic language in government, trade, and Islamic scholarship in Africa; and
- f. describing the importance of written and oral traditions in the transmission of African history and culture.

WHI.10 Students will analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan by:

- a. describing the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan;
- b. discussing the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign;
- c. describing the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century;

- d. tracing the development of distinctive forms of Japanese Buddhism;
- e. studying the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*; and
- f. analyzing the rise of a military society in the late twelfth century and the role of the samurai in that society.

WHI.11 Students will analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe by

- a. describing the geography of the European and the Eurasian landmass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe;
- b. describing the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire;
- c. describing significant developments in medieval culture (e.g., cathedrals, polyphony, chivalric romance) and
- d. explaining the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

WHI.12 Students will analyze the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV) by:

- a. explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, common law, parliament, development of habeas corpus, an independent judiciary in England);
- b. analyzing the reasons for the Great Schism in 1054 which created the two distinct churches within Christianity and how the Roman Catholic and Eastern Orthodox churches influenced political and social developments;
- c. tracing the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world;
- d. mapping the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its effect on global population;
- e. explaining the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"); and
- f. describing the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

WHI.13 Students will compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations by:

- a. describing the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies;
- b. studying the roles of people in each society, including social classes from leaders to slaves, family life, warfare, and religious beliefs and practices;
- c. explaining how and where each empire arose and how the Spanish conquered the Aztec and Incan empires;
- d. describing the artistic and oral traditions and architecture in the three civilizations;
- e. analyzing technological achievements and absences; and
- f. describing the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Leading to the Renaissance (14-15th centuries)

WHI.14 Students will analyze the developments leading to the Renaissance, the works of its key figures, and its effect on western civilization by:

- a. determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance;
- b. sequencing events related to the rise of Italian city-states and their political development, including how humanism furthered the values of republicanism, liberty, and individualism, and Machiavelli's theory of governing as described in *The Prince*; and
- c. analyzing the contributions of artists and philosophers of the Italian Renaissance as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

Grade Ten: World History and Geography: 1500 AD to the Present

The standards for the World History and Geography: 1500 AD to the Present enable students to examine history and geography with emphasis on the development of the modern world. Students will explore geographic influences on history, but pay increased attention to the political boundaries that developed with the evolution of nations. Students will explore the ways in which the scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The standards emphasize noteworthy people and events of the nineteenth and twentieth centuries. Historical understanding will require students to engage in historical thinking, analysis, and interpretation to understand the emergence of the modern world.

Students may easily apply literacy standards for grade ten in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally and in writing. Students may apply the morphology learned in English to new vocabulary encountered in this course.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Age of World Empires

WHII.1 Students will analyze the political, cultural, geographic, and economic conditions in the world around 1500 (AD) by:

- a. locating major states and empires;
- b. describing the beliefs, sacred writings, traditions, and customs of world religions;
- c. describing the growth of major religions and the basic beliefs of each (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism);
- d. analyzing major trade patterns; regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges;
- e. analyzing the development and influence of the late medieval trade networks of Africa and Eurasia.

WHII.2 Students will analyze the effects of the Renaissance and Reformation on Western civilization by:

- a. 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;
- b. describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, especially vernacular literature, the growth of the ideal of religious tolerance, and the role of the printing press in spreading these changes; and
- c. describing the effect of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

WHII.3 Students will describe the effect of European exploration, military conquests, commercial expansion, and cultural influence, and the responses of non-Europeans by:

- a. explaining the political, social, cultural, and economic goals of European exploration and colonization;
- b. comparing and contrasting the social, political, economic and cultural effects of European colonization and the responses of peoples in Africa, Asia, and the Americas; and
- c. analyzing to what extent competition for colonies among Britain, France, and Spain changed the economic system of Europe.

Age of Revolutions

WHII.4 Students will analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (AD) to about 1800 (AD) by:

- a. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world (e.g., Galileo, Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, Voltaire);
- b. describing the development of France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;
- c. describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their effects on liberty and representative self-government;
- d. analyzing Enlightenment themes such as humanism, state of nature, and natural rights and how they influenced the political foundations of Virginia and the United States;
- e. explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions;
- f. explaining the causes and effects of the French Revolution (e.g., storming of the Bastille, Declaration of the Rights of Man and of the Citizen, Reign of Terror);
- g. assessing the effect of Napoleon's conquests, his eventual defeat, and the Congress of Vienna on political power in Europe; and
- h. explaining the causes and effects of the Latin American Revolutions, including Toussaint Louverture and Simón Bolívar.

Global Interactions

WHII.5 Students will understand the political, socio-cultural, geographic, and economic conditions in Asia from approximately 1500 AD to approximately 1800 AD by:

- a. describing the location and development of the Ottoman Empire;
- b. describing the location and development of India;

- c. describing the location and development of China; and
- d. describing the location and development of Japan.

WHII.6 Students will understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa from approximately 1500 AD to approximately 1800 AD by:

- a. comparing and contrasting the development of Eastern and Western Africa, including Ethiopia and the slaver kingdoms of Oyo, Asante, and Dahomey; and
- b. comparing and contrasting the development of Central and Southern Africa, including Kongo.

WHII.7 Students will analyze the worldwide effects of changes in European nations between 1800 and 1900 by:

- a. explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
- b. explaining the role of Britain in the industrial revolution, the establishment of the gold standard, classic liberalism, democratic reform, and the antislavery movement;
- c. analyzing the effects of the First and Second Industrial Revolutions with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;
- d. describing the nineteenth-century European intellectual revolution (e.g., Romanticism, Impressionism, the research university, Marie Curie, Charles Darwin, Sigmund Freud, Ada Lovelace);
- e. evaluating responses to imperialism (e.g. Sepoy Mutiny, Meiji-era Japan, Boxer Rebellion);
- f. explaining the events related to the unification of Italy and the role of Italian nationalism; and
- g. explaining the events related to the unification of Germany and the role of Bismarck.

Era of Global Wars

WHII.8 Students will describe the causes, course of events, and effects of World War I by:

- a. explaining economic and political causes of World War One;
- b. identifying major leaders of the war (e.g., Archduke Ferdinand, Clemenceau, Pershing, Kaiser Wilhelm II and Woodrow Wilson);
- c. identifying the changes to modern warfare used in battles along the Eastern and Western fronts;
- d. describing major events, including major battles (e.g., Gallipoli, Marne, Meuse-Argonne, Somme, Verdun), and explaining the reasons for Allied victory;
- e. analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;

- f. identifying the causes and consequences of the Russian Revolution;
- g. explaining the causes and effects of worldwide depression in the 1930s; and
- h. examining the rise and character of totalitarianism, especially in Russia and Germany.

WHII.9 Students will analyze the causes, course of events, and effects of World War II by:

- a. explaining the major causes of the war;
- b. describing the major events, including major battles (e.g., Leningrad, Midway, Normandy, Okinawa, Stalingrad);
- c. the role of new technologies (e.g., cavity magnetron, radar, computers—the Electronic Numerical Integrator and Computer (ENIAC), antibiotics, the atomic bomb, and major leaders (Churchill, Eisenhower, Hitler, Hirohito, MacArthur, Roosevelt, Truman);
- d. describing the key events and effect of the Holocaust, including Kristallnacht, establishment of concentration camps, mass graves, and liberation); and
- e. examining the effects of the war, with emphasis on the terms of the peace (e.g., Treaty of Versailles), the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, the creation of international cooperative organizations, and the Universal Declaration of Human Rights (1948).

WHII.10 Students will explain the Cold War and the defeat of communism during the second half of the twentieth century by:

- a. explaining the causes of the Cold War, including Soviet expansionism and the competition between the American and Soviet economic and political systems;
- b. describing conflicts and revolutionary movements during the Cold War (e.g., Berlin Blockade, Suez Canal Crisis, Hungarian Revolution, Bay of Pigs, Cuban Missile Crisis, Prague Spring, Tiananmen Square);
- c. describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh;
- d. explaining the collapse of communism in the Soviet Union and Eastern Europe, with an emphasis on the roles played by Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, Lech Walesa, Václav Havel);
- e. explaining the factors that led to the end of the Cold War, the defeat of communism, and the collapse of the Soviet Union (e.g., the effect of Reagan’s “Tear Down this Wall” speech, the fall of the Berlin Wall, the effect of pressure both from within Soviet Bloc countries and outside of them, the failure of communist economic and political policy, glasnost, and perestroika); and
- f. explaining how American foreign policy pressure, and the assertion of American principles such as personal freedom, equality, and liberty, led to the end of the Cold War.

WHII.11 Students will trace the political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by:

- a. describing the struggles for self-rule, including Gandhi's leadership, and the development of democracy in India;
- b. describing Africa's independence movements in Ghana, Algeria, Kenya, and South Africa, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; and
- c. describing the end of the League of Nations' mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.

WHII.12 Students will identify modern genocides and democides, including the more than 100 million victims of communist regimes (e.g., Lenin's and Stalin's killings, including the Ukrainian Holodomor; China's killings, including the Great Leap Forward, Tibet, and Xinjiang; Cambodia), as well as and other modern genocides (e.g., Armenia, Holocaust, Bosnia, Rwanda, Darfur).

WHII.13 The student will understand recent historical developments by:

- a. assessing the relationship between economic and political freedom;
- b. describing the effects of economic interdependence, including the rise of multinational corporations, international organizations, trade agreements; and
- c. analyzing the role of terrorism as an attack on free government and the United States' role in the world as a defender of freedom, with an emphasis on terrorist attacks on the United States (1983 attacks on the USMC barracks in Beirut, 1993 Bombing of the World Trade Center, 2000 bombing of the USS Cole, 2001 9/11 attacks on the United States).

WHII.14 The student will understand twentieth-century developments in science and culture by identifying developments including those in science (Albert Einstein, the discovery of DNA), literature (J. R. R. Tolkien, Simone de Beauvoir), and the visual arts (Pablo Picasso, Akira Kurosawa).

Grade Eleven: Virginia and United States History

The standards for the Virginia and United States History course continue to expand on the knowledge introduced from previous History and Social Science Standards. Students will consider concepts of civics, economics, and geography when exploring the key issues, movements, people, and events in Virginia and United States history. Students will investigate and evaluate the fundamental political principles and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

Students may easily apply literacy standards for grade eleven in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally and in writing. Students may apply the morphology learned in English to new vocabulary encountered in this course.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Early America Through the Founding of the New Nation

VUS.1 Students will explain the routes of early explorers and describe the early explorations of the Americas by

- a. describing the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado, Ponce de León) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder);
- b. explaining the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., Henry the Navigator, Hernán Cortés, Francis Drake); and
- c. tracing the routes of the major land explorers of the United States, determine the distances traveled by these explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

VUS.2 Students will describe the political, religious, social, and economic characteristics of the first thirteen colonies by

- a. describing the ways in which Spain, France, and Britain were competing for empire in the new world;
- b. identifying on a map the locations of the colonies and of Amerindian nations already inhabiting these areas;
- c. identifying the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts);

- d. describing the religious character of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania);
- e. describing the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and the free exercise of religion;
- f. describing how the British colonial period created the basis for the development of political self-government and a free-market economic system as well as the differences among the British, Spanish, and French colonial systems;
- g. describing the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South; and
- h. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

VUS.3 Students will explain the development of African American culture in America and the effect of the institution of slavery by

- a. describing the cultures, languages, and skills that African slaves brought to the Americas;
- b. describing the Middle Passage, the Transatlantic Slave Trade, and the types of slavery (chattel, bonded, and forced labor);
- c. analyzing the growth of the colonial economy by means of the use of indentured servitude and the shift to race-based African slavery;
- d. describing the eighteenth-century development of the anti-slavery movement (John Woolman, Benjamin Franklin, Alexander Hamilton, Revolutionary-era abolitions of slavery in the Northern states and the Northwest Territory); and
- e. examining how African Americans created a new culture by combining African culture, American culture, and Christianity.

VUS.4 Students will analyze the cooperation and conflict that existed among Amerindian nations and between Amerindian and European nations by

- a. describing the competition among the English, French, Spanish, Dutch, and Amerindian nations for control of North America;
- b. describing the cooperation that existed at times between the colonists and Amerindians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges);
- c. explaining the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War);
- d. describing the internecine conflicts among the Amerindian nations, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]);

- e. explaining the role of broken treaties and the factors that led to the defeat of the Amerindians, including the resistance of Amerindian nations to encroachments and assimilation (e.g., Trail of Tears);
- f. explaining the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah); and
- g. analyze the U.S.' subsequent actions with respect to its Amerindian nations (Indian Reorganization Acts (1934 and 1994), *McGirt v. Oklahoma*).

VUS.5 Students will explain the causes of the American Revolution by

- a. describing how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts, Boston Tea Party, the Boston Massacre, Patrick Henry's "Give Me Liberty, or Give Me Death" speech, the Battles of Lexington and Concord, the Battle of Bunker Hill, the Second Continental Congress and the Olive Branch Petition, and Thomas Paine's *Common Sense*);
- b. describing efforts by individual and groups to mobilize support for the American Revolution including the Minutemen and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere);
- c. describing the significance of the -First and Second Continental Congresses and of the Committees of Correspondence;
- d. describing the people associated with the drafting and signing of the Declaration of Independence and the document's unique, historical significance, including the unifying ideas of American political philosophy that it embodies, the origins of those concepts, and its role in severing ties with Great Britain;
- e. evaluating the tenets of the Declaration of Independence including "unalienable rights," "life, liberty, and the pursuit of happiness," and "consent of the governed," and explain why it continues to inspire Americans; and
- f. explaining the views, lives, and influence of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams) explaining why the colonists were the "underdogs" and how they won key battles including the Battle of Trenton, the Battle of Saratoga, and Yorktown.

VUS.6 Students will describe the development of the American political system by

- a. examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- b. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington;
- c. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era, including the Kentucky and Virginia Resolutions; and

d. analyzing U.S. Presidents from 1789 to 1825, with emphasis on the four presidents from Virginia.

VUS.7 Students will describe the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic by:

- a. identifying the strengths and shortcomings of the Articles of Confederation;
- b. explaining the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights, including the role of The Federalist Papers;
- c. describing the fundamental principles of American constitutional democracy, including how the government derives its power from the people, and the primacy of individual liberty;
- d. explaining how the Constitution is designed to secure our liberty by both empowering and limiting central government;
- e. compare the powers granted by the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;
- f. defining the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution;
- g. explaining the purpose of the preamble to the U.S. Constitution;
- h. evaluating how the U.S. Constitution and the Bill of Rights protect freedoms and limit government;
- i. analyzing the five values Alexis de Tocqueville described in “Democracy in America”: liberty, egalitarianism, individualism, populism, and laissez-faire government.
- j. analyze the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and
- k. explaining the significance of Chief Justice John Marshall and the *Marbury vs. Madison* decision in establishing the Supreme Court’s role as the ultimate arbiter of the Constitutionality of federal law.

Expansion, Civil War, and Reconstruction

VUS.8 Students will analyze major events in Virginia and United States history during the first half of the nineteenth century by

- a. assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;
- b. describing the political results of territorial expansion and its effect on Amerindians;
- c. analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era) and the emergence of a common national culture (e.g., Washington Irving, John James Audubon, Stephen Foster);

- d. evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist movements, and the role of the states in the Union; and
- e. evaluating the role of slavery in the conflicts that led to the Civil War.

VUS.9 Students will analyze the development and abolition of slavery in the United States by

- a. explaining how slavery is the antithesis of freedom;
- b. describing the origins of the Transatlantic Slave Trade, the Middle Passage, and the development of chattel slavery in America;
- c. describing the slave trade in the U.S., Virginia, and Richmond;
- d. describing how industrialization affected slavery and the economy;
- e. describing the influence of abolitionists including Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;
- f. analyzing key policies and actions, including the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott v. Sandford*, and the Emancipation Proclamation; and
- g. explaining the extension of rights provided in the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.10 Students will analyze the Civil War and Reconstruction eras and their significance as major turning points in American history by

- a. describing 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;
- b. evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
- c. evaluating and explaining the effect of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
- d. evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
- e. evaluating and explaining the political and economic effect of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Industrialization, Emergence of Modern America, and World Conflicts

VUS.11 Students will analyze how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a. explaining the westward movement of the population in the United States and how it affected industrial growth and trade, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the effect on Amerindians;
- b. analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of more leisure activities (e.g., vaudeville, professional baseball, amusement parks);
- c. explaining the factors (push and pull) for immigration to the United States and the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
- d. analyzing the effects of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, and the practice of eugenics, including the U.S. Supreme Court 1927 *Buck v. Bell* decision;
- e. describing conflicts between the U.S. government and Amerindian nations including the Battle of Little Bighorn and Wounded Knee;
- f. evaluating and explaining the social and cultural effects of industrialization, including rapid urbanization;
- g. identifying examples of the philanthropy of America’s industrial leaders of this era (Carnegie, Mellon, Rockefeller);
- h. examining the concentration of wealth and mass production that created goods at cheaper and faster rates, but at great costs, laying the foundation for populism and progressivism;
- i. evaluating and explaining the causes and the political, cultural, and social developments of the Progressive Movement and the effect of its legislation;
- j. identifying the effects of industrialization on living and working conditions: pollution, child labor, food safety and evaluating the influence of works such as but not limited to Upton Sinclair’s *The Jungle* and Jane Addams’ *Twenty Years at Hull House*;
- k. describing the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and social group;
- l. describing the development of Gilded Age culture (e.g., Mark Twain, Winslow Homer, Tin Pan Alley); and
- m. explaining the emergence of public colleges, Historically Black Colleges and Universities (HBCUs), and land grant institutions in Virginia and the United States as a way to increase and disseminate knowledge about agricultural and technological advances.

VUS.12 Students will analyze the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by

- a. explaining changes in the foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the effect of the Spanish-American War;
- b. explaining the international significance of U.S. decisions and actions, including the Monroe Doctrine, the Roosevelt Corollary, the Spanish-American War, the acquisition of Alaska and

Hawaii, the Open Door Policy, the Panama Canal construction, and the expedition to capture Poncho Villa;

c. understanding the events and changes that brought America out of a period of “isolationism” to enter WWI;

d. evaluating the United States’ involvement in World War I, including Woodrow Wilson’s Fourteen Points and the establishment of the League of Nations; and

e. evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the formation of the League of Nations.

VUS.13 Students will analyze key events during the 1920s and 1930s by

a. analyzing the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the re-emergence of the Ku Klux Klan, Chicago riot of 1919, the Tulsa Race Massacre and the destruction of Black Wall Street, immigration quotas, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League;

b. analyzing the First Red Scare including the Bolshevik Revolution, anarchist bombings, and the Palmer Raids;

c. analyzing the rise of labor unions;

d. analyzing the effects of changes in immigration to the United States and migration within the United States including the Immigration Act of 1918, the Immigration Act of 1924, and the Great Migration;

e. analyzing how life changed as a result of inventions such as the airplane, automobile, and radio and describing innovators and American heroes of the era;

f. explaining the Roaring 20s and the post wartime effects on the economy and society;

g. examining the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition);

h. analyzing the passage of the Nineteenth Amendment and the changing role of women;

i. describing new trends in literature, music, and art, with special attention to the Lost Generation and the Harlem Renaissance; jazz and country; and Jacob Lawrence and Margaret Bourke-White; and

j. tracing the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

VUS.14 Students will describe the effects of the Great Depression and New Deal policies on the United States by

a. explaining the causes of the Great Depression including bank failures, stock purchases on margins, credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash; and

b. evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression, expanded the government's role in the economy, and hurt some Americans while helping others.

VUS.15 Students will analyze America's involvement in World War II by:

a. analyzing the causes and events that led to America's entering the war, including the Japanese attack on Pearl Harbor and the American response;

b. comparing and contrasting militarism in Imperial Japan, communism in the Soviet Union, fascism in Mussolini's Italy, and totalitarianism in Nazi Germany;

c. identifying the Axis and Allies powers and evaluating the similarities and differences in strategy, major battles, and the influences of key leaders from each;

d. explaining why Japan attacked Pearl Harbor and how the United States responded; including the internment of Japanese Americans as a result of Executive Order 9066 and the Supreme Court case, *Korematsu v. United States*;

e. evaluating and explaining how the United States mobilized its economic and military resources, including the sacrifices and contributions of individual servicemen, all-minority military units (the Tuskegee Airmen and Nisei regiments), Military Intelligence Service, 442nd Regimental Combat Team, the 101st Airborne, Women's Army Corps, Navajo Code Talkers, and the Army Signal Corps;

f. explaining American military intelligence and technology including island hopping, the Manhattan Project, and cryptology;

g. describing major battles and events of World War II including Midway, Normandy, Iwo Jima, Okinawa, the Battle of the Bulge, and the Holocaust;

h. analyzing the decisions and effects of using atomic bombs;

i. describing the significance of America's role in the Allied victory and our role in post-war recovery including the Marshall Plan; and

j. explaining America's goals in creating the World Bank, the International Monetary Fund, and the United Nations.

The United States since World War II

VUS.16 Students will analyze the United States' foreign policy during the Cold War era by:

a. explaining the results of changing international relationships following World War II;

b. explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment;

c. analyzing the efforts of the United States to protect Western Europe, including the role of the Marshall Plan and the North Atlantic Treaty Organization (NATO);

d. effect of Cold War events through the 1960s (e.g., Bay of Pigs, Cuban Missile Crisis);

e. explaining the effect of the Vietnam War on American society; and

f. evaluating and explaining the factors which led to the end of the Cold War, including the roles of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, and Margaret Thatcher.

VUS.17 Students will analyze the causes and effects of the Civil Rights Movement by:

a. analyzing the origins of the Civil Rights Movement, the effects of segregation (de jure and de facto) and efforts to desegregate schools, transportation, and public areas;

b. evaluating the influence and legacy of Martin Luther King, Jr., including "A Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, "I Have a Dream" speech (comparing to The Gettysburg Address), and his assassination;

c. analyzing key events including the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, Birmingham demonstrations, 1963 March on Washington, Freedom Summer, and Selma to Montgomery Marches, with additional emphasis on events in Virginia;

d. evaluating and explaining the effect of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded with Massive Resistance (with a focus on the critical role of Virginia locations and people such as Prince Edward County and Barbara Johns);

e. explaining how 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 changed America;

f. analyzing the effect of the Black Power Movement; and

g. describing the tenets of the Civil Rights Act of 1964.

VUS.18 Students will analyze political and social conditions in the United States during the second half of the twentieth century and early twenty-first century by:

a. explaining the long-term effect of the Marshall Plan, the formation of NATO, and the Warsaw Pact;

b. assessing the development of and changes in domestic policies, with emphasis on the effect of Supreme Court decisions and acts of Congress including: Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, Equal Pay Act, Civil Rights Acts (1964, 1968), Americans with Disabilities Act, Title IX of the Education Amendments of 1972, *Gideon v. Wainwright*, *Miranda v. Arizona*, and *Roe v. Wade*;

c. 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 attacks in America and the West, including 9/11 (September 11, 2001), the World Trade Center, and Flight 93;

d. evaluating the evolving and changing role of government, including its role in the American economy;

e. explaining scientific and technological changes and evaluating their effect on American culture, including media;

f. describing post-war American culture (e.g., Robert Hayden, Toni Morrison, Flannery O'Connor, Jackson Pollock, Elvis Presley, Tom Wolfe); and

g. explaining significant issues and events of the late twentieth century and early twenty-first century, including Reagan's tax rate cuts and deregulation, Clinton's North American Free Trade Agreement and welfare reform legislation, and George W. Bush's invasions and occupations of Afghanistan and Iraq.

Grade Twelve: Virginia and United States Government

The standards for Virginia and United States Government continue to build on the foundation of knowledge that enables citizens to participate effectively in civic and economic life. Students will examine fundamental constitutional principles, the obligations and privileges of citizenship, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the fundamental principles of liberty on which America was founded.

Students may easily apply literacy standards for grade twelve in this course as they examine both primary and secondary historical documents, evaluate and formulate arguments, and share their new knowledge orally and in writing. Students may apply the morphology learned in English to new vocabulary encountered in this course.

*****Refer to the Curriculum Framework for instructional guidance, on how to incorporate historical resources such as suggested text sets, sample student activities, research ideas, and sample formative and summative assessments.*****

Foundations of American Constitutional Government

GOVT.1 Student will understand the foundations of American constitutional government by:

- a. describing the features of a democratic republic as influenced by Athenian democracy and the Roman Republic;
- b. analyzing the foundational principles found in historical writings and prior governing documents including the Magna Carta, charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the works of Enlightenment philosophers (Locke, Hobbes, Rousseau, and others), and the English Bill of Rights;
- c. evaluating the foundational principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States; and
- d. analyzing 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.2 Students will describe the concept of republican self-government by

- a. explaining the concepts of popular sovereignty, natural rights, the rule of law, self-government and “consent of the governed”;
- b. comparing structures of government including constitutional republic, autocracy, direct democracy, representative democracy, presidential system, and parliamentary system.
- c. recognizing the equality of all citizens under the law;
- d. recognizing majority rule and minority rights;
- e. recognizing the necessity of compromise; and
- f. recognizing the freedom of the individual.

GOVT.3 Students will analyze the United States Constitution, particularly the Bill of Rights, by:

- a. examining the ratification debates and The Federalist Papers (with particular focus on papers #10 and #51);
- b. evaluating the purposes for government stated in the Preamble;
- c. defining fundamental principles and analyzing relationships among the three branches of government in a system of checks and balances and separation of powers;
- d. defining the structure of the national government and balance of power between the state and national governments outlined in Article I, Article II, and Article III; and
- e. explaining the amendment process;
- f. describing how the Bill of Rights affirms natural rights as something that precedes politics and;
- g. evaluating how key U.S. Supreme Court decisions have affirmed rights and structures guaranteed by the Constitution and their political, social, and economic effects; and
- h. analyzing how the Constitution has been interpreted and applied over time by all branches of government and is the nation's fundamental and enduring law.

Functions of Government and Citizens

GOVT.4 Students will learn how to practice the rights and responsibilities of United States Citizenship by:

- a. describing the paths to U.S. citizenship;
- 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. practicing personal and fiscal responsibility; and
- h. selective Service registration.

GOVT.5 Students will explain the process of local, state, and national elections by

- a. describing how amendments have extended the right to vote to previously disenfranchised Americans;
- b. examining campaign funding and spending, including the effect of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups;
- c. describing the nomination and election process, including the organization and evolving role of political parties and interest groups;

- d. analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications;
- e. explaining the role of the Electoral College and the effect of reapportionment and redistricting on elections and governance; and
- f. evaluating challenges of the election process including redistricting, gerrymandering, ballot insecurity, and at-large voting.

GOVT.6 Students will describe the scope and limits of the powers of the federal legislative branch of the U.S. government as delineated in Article I of the Constitution by:

- a. describing its structure and the process for the election of its members;
- b. describing how the power of the legislative branch has changed over time (e.g., 20th, 22nd, and 25th Amendments); and
- c. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

GOVT.7 Students will describe the powers of the executive branch of the U.S. government as delineated in Article II of the Constitution by:

- a. describing the structure and organization of the executive branch
- b. describing how the power of the executive branch has changed over time; and
- c. comparing and contrasting executive branch processes with those of the legislative branch.

GOVT.8 Students will describe the scope and limits of the powers of the federal judiciary as delineated in Article III of the U.S. Constitution by

- a. describing the organization, jurisdiction, and proceedings of federal courts;
- b. explaining how the Marshall Court established the Supreme Court as an independent branch of government in *Marbury v. Madison*;
- c. describing how the Supreme Court decides cases; and
- d. comparing the philosophies of originalism, judicial activism, and judicial restraint.

State and Local Government

GOVT.9 Student will explain the organization and powers of the state and local governments as described in the Constitution of Virginia by:

- a. analyzing 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. comparing partisan and nonpartisan offices; and
- e. investigating and explaining the ways individuals and groups participate in state and local governments.

GOVT.10 Students will analyze civil liberties and civil rights by:

- a. explaining the difference between civil rights and civil liberties;
- b. explaining the purpose of the Bill of Rights, with emphasis on First Amendment freedoms;
- c. analyzing the rights of the accused and due process of law expressed in the Bill of Rights and the Fourteenth Amendments;
- d. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- e. evaluating the balance between individual liberties and the public interest; and
- f. examining how civil liberties and civil rights are protected under the law.

GOVT.11 Students will understand the role of the United States in foreign affairs by:

- a. describing the responsibilities of the national government for foreign policy and national security;
- b. assessing and analyzing the role of national interest in shaping foreign policy and promoting world peace; and
- c. examining the relationship of Virginia and the United States in the world economy, including trends in international trade.

The Role of the Government in the Economy

GOVT.12 Students will understand the role of the United States in economic affairs by:

- a. explaining the differences between capitalism, communism, Marxism, socialism, authoritarianism, and totalitarianism;
- b. comparing the characteristics of economies as described by Adam Smith, Karl Marx, John Maynard Keynes, Friedrich Hayek, Milton Friedman, and Thomas Sowell;
- c. describing ideas about free markets and the invisible hand from Adam Smith's "The Wealth of Nations";
- d. comparing and contrasting capitalism and socialism as economic systems, including the role of government in each (e.g., compare and contrast the Bill of Rights to the Communist Manifesto);
- e. evaluating the factors that influence production and distribution of goods in a market system;
- f. explaining how competition and free enterprise influence the local, national, and world economies; and

g. evaluating the effects of the government's role in the economy on individual economic freedoms.

GOVT.13 Students will explain the role of government in the Virginia and United States economies by:

- a. explaining government's limited but important role in free enterprise;
- b. describing the provision of government goods and services that are not readily produced by the market;
- c. evaluating 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;
- d. 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;
- e. analyzing how Congress can use fiscal policy to stabilize the economy; and
- f. describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy.