



**VIRGINIA
SOCIAL STUDIES
LEADERS CONSORTIUM**



**AMERICAN
HISTORICAL
ASSOCIATION**



FOR IMMEDIATE RELEASE

March 13, 2023

VSSLC, VASCD, AHA, VCSS, NCSS, & VGA Provide Revision Recommendations to the 2023 Draft History and Social Science Standards of Learning for Virginia

The Virginia Social Studies Leaders Consortium (VSSLC), Virginia Association for Supervision and Curriculum Development (VASCD), American Historical Association (AHA), Virginia Council for the Social Studies (VCSS), National Council for the Social Studies (NCSS), and Virginia Geographic Alliance (VGA) have collaborated to review and conduct a strikethrough and commented version of the 2023 Draft History and Social Science Standards accepted for first review by the Virginia Board of Education (VBOE) on February 2, 2023.

In addition to the attached document, we re-submit our collaborative draft standards and response to the January standards.

- [December Collaborative Draft Standards](#)
- [Response to January Draft Standards](#)

These two documents, combined with the strikethrough and commented version part of this release, are the collective contribution of the aforementioned organizations in drafting and revising the History and Social Science Standards of Learning for Virginia. Our expectation is that the History and Social Science team from the Virginia Department of Education (VDOE) lead the process to revise the standards before submitting them to the Virginia Board of Education (VBOE) for final review.

We are pleased that on March 9, 2023, Governor Youngkin stated on CNN the following:

- The standards include ALL the recommendations of the African American History Education Commission. [These recommendations must also be included in the forthcoming Curriculum Framework.]
- The standards include ALL the recommendations from the Anti-Semitism Commission.
- The standards include a discussion of the causes and effects of Indian Removal policies.
- The standards include a study of the laws that established race-based enslavement.

In the attached version, we've collaboratively reviewed and made recommendations to assist VDOE, as well as members of VBOE, to edit and revise in preparation for final review in April. Here is what you will find:

- We used the ~~strikethrough~~ tool to indicate what to remove.
- In **red text**, you will find the rationale for such removals as well as suggested additions or clarifications.
- At the end of each grade level and content area, there is a table of notes and comments that offer further feedback for revision and consideration.
- Where possible, our team preserved the structure and content of the standards. In some instances, direct suggestions were offered as a form of professional guidance to support and preserve the integrity of the content and/or discipline.

In addition to the strikethroughs and comments throughout the document, we are including an overview of what we consider 7 non-negotiables.

1. **RESTORATION OF THE ESTABLISHED PROCESS:** The clear violation of the established process for standards revision by former State Superintendent Balow was never repaired during her tenure at the Virginia Department of Education. Her resignation calls into question the entire January draft developed in isolation without adequate input from subject-matter experts across Virginia. The only way to restore this breach of public trust is to return to the established process directed by the History and Social Science office at the Virginia Department of Education with the leadership of Christonya Brown, Dr. Christine Harris, Brandi McCracken, and Andrea Emerson.
2. **CONTENT:** The January draft standards include **132** additional standards (approximately 10 standards per grade level) compared to the 2015 SOLs, with no additional instructional time. This is not realistic, and it will have a devastating impact on History and Social Science instruction across the Commonwealth. In order to achieve a more reasonable balance of *“content knowledge and the application of content knowledge”* as mandated in Virginia code, we assert that the number of standards and substandards should not be increased from the original August draft standards that were developed according to the established process. In certain instances, our team suggested modifying standards and substandards to clarify that students should be introduced to content without needing to memorize, assess, or describe long lists of events, individuals, and topics. Elsewhere, ~~strikethroughs~~ have been suggested for the following reasons: (1) to achieve a more reasonable balance of *“content knowledge and the application of content knowledge”* as mandated in Virginia Code § 22.1-253.13:1, (2) to remove developmentally-inappropriate content, and (3) to remove biased, subjective, and/or historically inaccurate sections that will undermine the credibility of the Standards of Learning (SOLs) as a professional document. Although this adjustment needs to be made throughout the January draft, the areas in need of the greatest attention are 2nd Grade, Virginia Studies, World Geography, and VA/US History.
3. **BIAS AND SUBJECTIVITY:** The Introduction and Guiding Principles of the January draft standards are biased and infused with subjective statements. This violates one of the most essential principles of History and Social Science instruction by endorsing a particular point of view by teaching students *“what to think”* rather than *“how to think.”* It is imperative that History and Social Science standards model the same objectivity that we strive for in the classroom, including the document’s introduction and guiding principles. We recommend either removing this section in its entirety or using the Preface from either the August Draft or the [December Collaborative Standards](#).
4. **COURSE SEQUENCING:** The January draft standards propose a specific course sequence that will cause major disruptions for courses in grades 5-9. If adopted, this mandate would move some middle school courses to the elementary level, and some high school courses to middle school. This shift has the potential to create additional staffing issues as some teachers will have to change teaching assignments, grade levels, schools, and perhaps certifications. The altered sequence of courses negatively affects students who are already in the middle of a particular course sequence. Education departments and publishing companies have created grade-appropriate materials to accompany the current SOL sequence. Making these changes without allowing time for the creation of high-quality, enriching, and age-appropriate supporting resources will disrupt student learning and negatively affect social studies education. Without sufficient evidence, research, and data that the re-sequencing of these

courses improves student learning, we cannot support the order prescribed in the January draft standards. Therefore, the grade level designation for courses starting in Grade 4 should be removed to allow school divisions flexibility in sequencing.

5. **INQUIRY AND SKILLS:** In a 2021 report, the Fordham Institute awarded Virginia a B+ for both its previous history and civics standards of learning, placing the state among the top ten in the nation. We are wary of discarding some of the many good elements in Virginia’s framework in a rush to make hasty changes based on input from politically motivated organizations. The January draft standards delete the inquiry questions that are embedded within both the original August draft standards and the December Collaborative standards. This removal seems inexplicable given that inquiry is at the root of deeper learning and the actual “application of content knowledge” mandated in Virginia code. History and Social Science instruction must involve a balance of memorization of content knowledge and skill development and application, and must include an overall compelling question to drive the instruction and make it meaningful, relevant, and connected to .1 skills. We recommend that the questions for consideration from the [December Collaborative Standards](#) be added to each standard throughout the document. Additionally, content knowledge must be connected to disciplinary skills that are vertically articulated through a K-12 sequence in order to provide opportunities for the “application of content knowledge” as mandated in Virginia code. For the sake of consistency, as well as best-practice instruction, we believe that the .1 skills and the related skills progression chart from the original August draft standards must be restored.
6. **TEACHER-CREATED MATERIALS:** The January draft standards state that *“curriculum selected by a local school board should provide a level of consistency and comprehension, so that ‘teacher-created curriculum’ is unnecessary.”* This statement undermines the hard work that educators do each day in order to unpack standards, infuse creativity into classroom materials, and ensure scaffolding to adequately meet the needs of students. Teachers create curriculum materials everyday as a normal and required part of their instruction. We recommend this statement be removed.
7. **CURRICULUM FRAMEWORKS** - Former State Superintendent Balow stated during the February 2 Virginia Board of Education meeting that the upcoming Curriculum Frameworks for the History and Social Science Standards will be based on the original August draft. This public commitment must be upheld and directed by the professionals in the History and Social Science office from VDOE.

Note: The Standards for World History (Part I) are nearly identical to the [California 7th Grade Standards](#), essentially signaling a copy and paste short-cut in drafting the January standards.

###

Guiding Principles

Introduction

Virginia's History and Social Sciences standards aim to ~~restore~~ substitute “promote” or “facilitate” excellence, curiosity and excitement around teaching and learning history. The teaching of history should illuminate insights from the past and inspire current and future generations to lead lives that are informed and inspired by those who walked this journey before them. ~~This needs to be removed because it is inaccurate. Virginia is a leader in history, geography, and social studies education.~~

Expectations For Virginia's Students

Every graduate from Virginia's K-12 schools will possess a robust understanding of the places, people, events and ideas that comprise the history of Virginia, the United States and ~~the world civilizations~~. Our students will learn from the rise and fall of ~~human societies civilizations~~ across time, so that we may pursue and maintain government and economic systems that have led to human achievement. The Virginia standards are grounded in the foundational principles and actions of ~~great individuals who preceded us~~ **individuals and institutions** so that we may learn from them as we strive to maintain our political liberties and personal freedoms and thrive as a nation.

The United States, whose founding history is rooted in Virginia's history, has led the world in political, social and economic thought and action in ways that fundamentally changed the interactions and expectations of individual citizens with government. Students will know that the Declaration of Independence first stated that “all men are created equal, and that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” The standards will recognize the world impact of America's quest for a “more perfect Union” and the ~~optimism, ideals and imagery captured by Ronald Reagan's “shining city upon a hill” speech~~. Students will ~~know~~ **understand** our nation's ~~exceptional~~ strengths, including individual innovation, moral character, ingenuity and adventure, while learning from terrible periods and actions in direct conflict with these ideals. ~~This quote should be reserved for a curriculum framework where it would be understood and studied in its context with objectivity.~~

Our students will also understand that our history encompasses a broad civilization beyond their neighborhood, Virginia and the United States. They will learn that humankind has spanned continents, ethnicities and religions, with common qualities that unite us and differences that enrich our society. The events of our history demonstrate that people have incredible ability to inspire, innovate and improve lives, and this human story also shows ~~that evil exists with the~~ capability of destroying civilizations, communities and individual lives. ~~This is an ideological statement rather than a principle of history and social studies education.~~

The standards provide ~~an unflinching and~~ fact-based coverage of world, United States and Virginia history. Students will study the horrors of wars and genocide including the Holocaust and other ethnic cleansing campaigns that have occurred throughout history and continue today. They will better understand the abhorrent treatment of Native Americans, the stain of slavery, segregation and racism in the United States and around the world, and the inhumanity and deprivations of communist regimes. Students also will study inspirational moments including the achievements of ~~Greek and Roman governments and advancements in engineering, architecture and art, the European Enlightenment, the American Revolution, the triumph of America's Greatest Generation in World War II, the Marshall Plan, the Civil Rights Movement, the fall of the Berlin Wall, Project Apollo and the heroic sacrifice of Flight 93 passengers~~. ~~This specific language is taken almost verbatim from the Civics Alliance, a politically oriented advocacy group whose leaders urged the Board to replace world history with Western Civilization. The emphasis here represents a jarring contrast with a set of standards in which world history provides a central category for organization.~~

Students will have an in-depth understanding of the good and the bad in the world, United States and Virginia history. The Standards will include an appreciation of the attributes and actions that have made America the world's exemplar of freedom, opportunity and democratic ideals. This comprehensive story of the United and the world will prepare every student for the rights, opportunities and responsibilities of Americans. As noted by George Santayana over 100 years ago, "those who cannot remember the past are condemned to repeat it."

Principles

The foundational principles for these History and Social Sciences learning standards include:

- Individual liberty and representative government are cornerstones of the American way of life;
- The Declaration of Independence and the Constitution are remarkable documents that provide the freedoms and framework for our constitutional republic.
- We aspire to live up to ~~the Founders'~~ ideals **grounded in founding documents** for a society that recognizes all individuals are created equal.
- From thirteen diverse colonies to a unified nation, "E Pluribus Unum" – "Out of Many, One," has always been **America's** ~~our~~ strength. Immigrants from around the world continue to come to **the United States** ~~our shores~~ seeking freedom and opportunity to build a better life and have contributed to **America's** ~~our~~ communities and added to the rich history of **the United States**. ~~achievement in our country~~.
- Free enterprise, property rights and the rule of law enable an economic system that allocates assets through free markets and competition and fosters innovation, opportunity and efficiency.
- ~~Centralized government planning in the form of socialism or communist political systems is incompatible with democracy and individual freedoms. This is an ideological statement rather than a principle of history and social studies education.~~
- ~~America is exceptional and not perfect. This is a statement of ideology rather than a principle of history and social studies education.~~
- The rights codified in the United States and Virginia constitutions and the Bill of Rights provide for individual freedoms that place a responsibility on current and future generations of Americans to engage in the political process with civility and fulfill their civic duty.
- Over the ages, civilizations have grown, prospered and vanished. Every student should understand our Great American Experiment is not guaranteed forever. As Benjamin Franklin warned citizens over 200 years ago, "you have a republic... if you can keep it."

Implementation Of Virginia's History And Social Science Standards

Human history is complex and evolving as new technologies emerge and old stories are uncovered. ~~We~~ **VDOE** updates ~~our~~ **Standards of Learning** ~~standards~~ every seven years because we continue to learn more about the multiple facets of historical events through new discoveries and expanded research.

The virtues and flaws of Virginia, the United States and other world civilizations will be taught in an objective, factual and age-appropriate way by balancing fact and inquiry-based learning opportunities. Virginia's History and Social Science education will highlight our shared humanity and the opportunity to work together in our constitutional republic to improve our own lives as well as the lives of our families and communities. The study of history and civics through these standards will provide the foundation for students to be engaged and informed citizens who will continue to strengthen our communities, our economy and our republic.

The success of Virginia's 2022 History and Social Science standards depends on the sound judgment and strong preparation of teachers and informed engagement by parents. The standards and state-developed curriculum frameworks
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will serve as guides for best-in-class teaching and learning. While the immense responsibility of defining curriculum and texts used in classrooms across Virginia rests with local school boards, our standards should be implemented in the following ways:

- Students should be exposed to the facts of our past, even when those facts are uncomfortable. Teachers should engage students in age-appropriate ways ~~that do not suggest students are responsible for historical wrongs based on immutable characteristics, such as race or ethnicity.~~ Teachers and students should insist on dignity and respect for each other as part of civil society. **Teachers simply do not do this. To suggest otherwise is insulting to educators. The language included here is copied nearly verbatim from model legislation drafted by political lobbyists.**
- The Virginia Department of Education will provide our teachers with excellent instructional tools and ~~training~~ so they will be able to teach all of our history in an objective, fair, empathetic, nonjudgmental and developmentally appropriate manner in accordance with Title IV and Title VI of the Civil Rights Act of 1964. **This word choice is antiquated and should be replaced with “professional learning.”**
- Teachers must facilitate open and balanced discussions on difficult topics, including discrimination and racism, and present learning opportunities without personal or political bias.
- Every local school board has the responsibility and resources to select and fully implement standards that are aligned with the core history and social science curricula for every grade level and course.
- ~~The curriculum selected by a local school board should provide a level of consistency and comprehension, so that “teacher-created curriculum” is unnecessary.~~ **This should be removed. This language does not pertain directly to history or social studies education, and its inclusion puts politics before education. Teachers are professionals who design lessons and activities and it is part of what they do everyday.**
- ~~Parents should have open access to all instructional materials utilized in any Virginia public school. Division policies and practices should reflect this commitment.~~ **This is an education policy statement that is not specific to history and social science education. Regardless of its merits, this stipulation is not a guiding principle for social studies and should be debated in a different forum.**

Background and Context for the History and Social Science Standards Revisions

In 1995, the Virginia Board of Education published Standards of Learning in English, mathematics, science, and history and social science for kindergarten through grade 12. Subsequently, Standards of Learning were developed for all academic content areas. The Standards of Learning are designed to ~~raise~~ **This should be changed to “ensure” or “facilitate”** the academic achievement of all students in Virginia by providing clear and specific benchmarks for student success at each grade level.

Pursuant to legislation from the 2000 Virginia General Assembly, the Board of Education established a seven-year cycle for review of the Standards of Learning. Thus, the 1995 History and Social Science Standards of Learning were reviewed in 2001, 2008, and 2015. ~~The Virginia Department of Education convened review committees in 2021-2022 to review and revise the 2015 History and Social Science Standards of Learning, and the results of those reviews are reflected in this document.~~ **This statement is inaccurate. The August draft standards incorporated recommendations from review committees, many of which have since been removed from the extensive passages in the standards added in November and January.**

Curriculum, on the other hand, created at the division or local level, should prescribe a specific sequence of coherent “units” or “modules” that combine instructional strategies with resources and a sequence of student activities to help students meet the standards. A locally developed curriculum should specify how resources, instructional strategies, content vocabulary, student activities, formative and summative assessments, and evaluation procedures may be combined into those coherent units.

To assist school divisions with the creation of the local curricula, the Virginia Department of Education will separately issue **Curriculum Frameworks** for the HSS. The Curriculum Frameworks will suggest instructional resources (print and non-print), suggested students' activities, suggested formative and summative assessment and evaluation materials, and suggested pacing. They will also include scaffolding and differentiation suggestions to help curriculum developers address the needs of struggling learners and those who need challenges. The Frameworks will offer important instructional guidance to ensure that students are learning and applying the **skills of historical analysis**, such as being an active listener, looking at events and issues from various perspectives, analyzing primary and secondary sources, evaluating, and developing arguments, and citing evidence in support of one's opinion both orally and in writing. Finally, the suggested student activities will encourage students to wrestle with complex texts and ideas, including the important and transcendent themes associated with the study of history, such as liberty, democracy, self-government, truth and citizenship. In short, Curriculum Frameworks will be issued to further enrich and clarify the concepts set forth in the Virginia Standards for History and Social Science.

Organization and Prescribed Order of History and Social Science Courses

Historically, Virginia has offered flexibility around the grades at which some of these “courses” are taught; in this configuration, the draft standards are presented in the ~~Board of Education’s recommended grade level sequence. School divisions are strongly encouraged to adopt this sequence.~~ **This should be removed. A state-mandated course sequence that will cause major disruptions for courses in grades 5-9. In many districts, the prescribed order presented here would move middle school courses to the elementary level, and high school courses to middle school. This shift has the potential to create additional financial and staffing issues as teachers will have to change teaching assignments, grade levels, schools, and perhaps certifications.**

Skills

Preceding the standards at each grade level is a skills standard. The development of these skills at each grade level is important as they develop academically in all content areas. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the History and Social Science Standards of Learning.

Grades K-3

Standards are organized into the four core strands of social studies: history, geography, civics and economics:

- The **history** strand offers opportunities for students to read, hear, learn about, research, and explore the lives of people and events in the community, Virginia, the United States, and the world.
- The **geography** strand entails the study of both basic geographic skills and specific geography standards that align with and enhance students’ understanding of the history taught at each grade.
- The **civics** strand builds students’ knowledge of citizenship, patriotism, and the establishment of the U.S. Constitution. The strand includes specific expectations for students’ knowledge of how the U.S. government is structured (the three branches of government), and confirms a nascent understanding of the basic rights and responsibilities of U.S. citizenship.
- In the **economics** strand, students in K – 3 acquire an understanding of the most basic principles of economics on which the 6 – 12 standards will build.

Additionally, the students in K-3 are introduced to basic history and social science skills:

- Kindergarteners learn about their **Community** and focus on ~~patriotism~~, citizenship, and history.
This needs to be removed as a “skill” to be learned. In the content explanation above, patriotism is already included.

- First graders learn about the **Commonwealth of Virginia** through the lives of changemakers and events in Virginia history. They also learn more about ~~patriotism~~, civics, ~~and~~ citizenship, map skills, and basic economics. **This needs to be removed as this document explains that there are four core strands: history, geography, civics, and economics. Patriotism is not a strand.**
- Second graders are introduced to **United States of America** history through the lives of changemakers and historical events. They focus on civics education with an introduction to key aspects of America’s constitutional democracy, and learn more about citizenship, ~~patriotism~~, geography, and economics. **This needs to be removed as this document explains that there are four core strands: history, geography, civics and economics. Patriotism is not a strand.**
- Third graders study the **World** by learning about ancient China, Egypt, Rome, Greece, and Mali. They also continue to develop skills and knowledge about maps, civics, and economics.

Standards for grades 6 – 12 proceed in an integrated way, focused on the following aspects of American history:

Grades 4-6

- Grade Four: Virginia Studies, chronological story of the history of Virginia
- Grade Five: U.S. History I, America’s history from its earliest days to the Civil War
- Grade Six: U.S. History II, the story of the America from the Civil War – present

Grades 7-8

Students in grades seven and eight refocus their attention on three strands of social studies content in preparation for a more in-depth look at world and American history in grades 9 – 12:

- Grade Seven: Civics and Economics
- Grade Eight: World Geography

Grades 9-12

In grades nine – twelve, students trace closely the causes, course of events, and effects of the most essential aspects of world and American history, culminating in one last immersion in American government, solidifying students’ knowledge of the rights and obligations of U.S. citizenship.

- Grade Nine: World History I, Prehistoric Era to 1500 CE
- Grade Ten: World History II, 1500 CE to the Present
- Grade Eleven: Virginia and U.S. History
- Grade Twelve: Virginia and U.S. Government

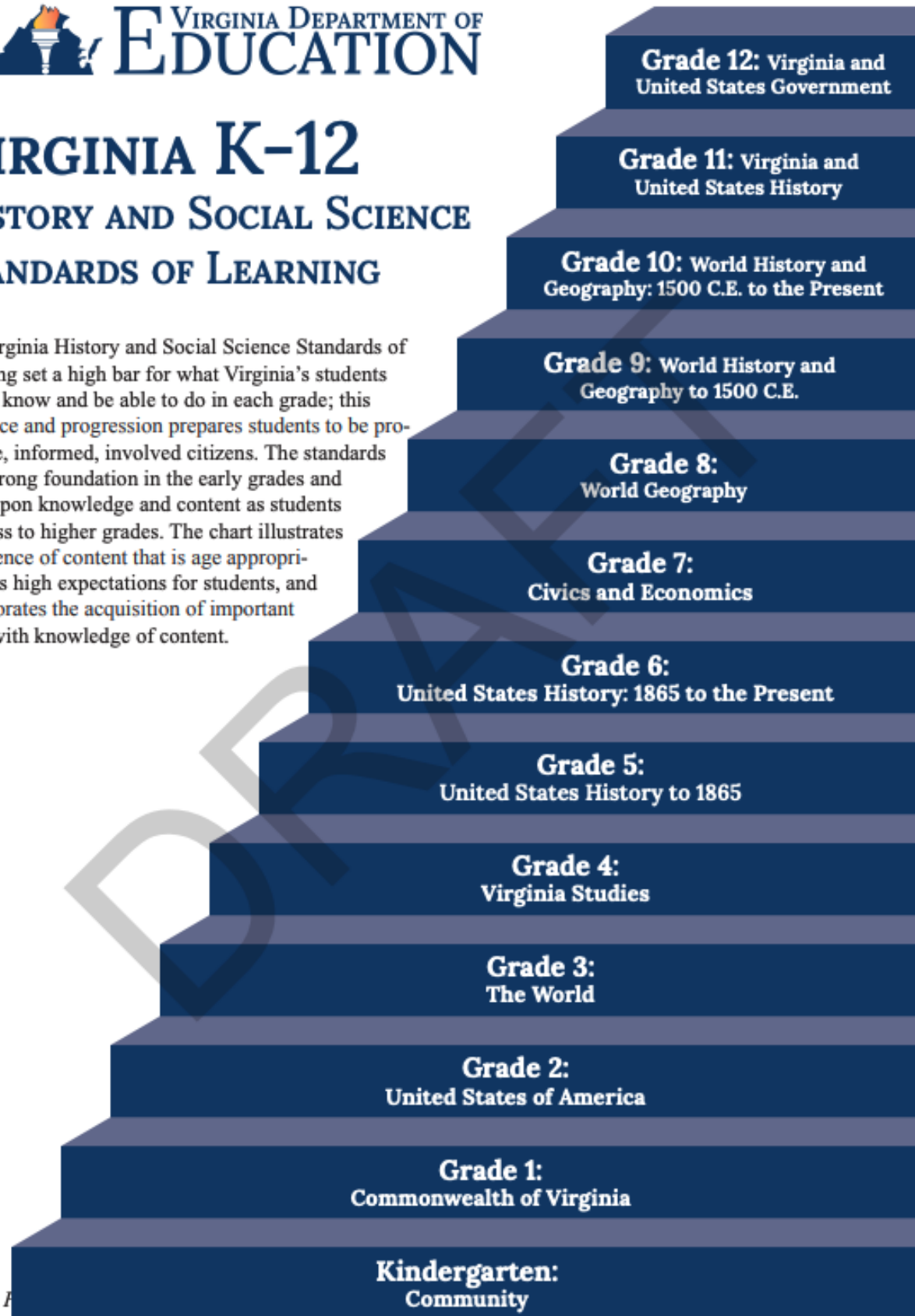
Notes and Comments:
<ul style="list-style-type: none"> ● There are four strands of social studies: History, Geography, Economics, and Civics - this should be consistent throughout the document. ● K-3 Civics Strand should “introduce” students to the structure of government rather than emphasize “knowledge of government.” What is included is not developmentally appropriate, nor does it align with the focus on World History in grade 3. ● While the focus for each grade/course is listed under “Skills”, they are really content focused and are not written as skills. Perhaps the wording or formatting should be changed in order to clarify this.

VIRGINIA K-12

HISTORY AND SOCIAL SCIENCE

STANDARDS OF LEARNING

The Virginia History and Social Science Standards of Learning set a high bar for what Virginia's students should know and be able to do in each grade; this sequence and progression prepares students to be productive, informed, involved citizens. The standards set a strong foundation in the early grades and build upon knowledge and content as students progress to higher grades. The chart illustrates a sequence of content that is age appropriate, sets high expectations for students, and incorporates the acquisition of important skills with knowledge of content.



Kindergarten: Community

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

Skills

Skills KG The student will apply history and social science skills to the content by

- a. viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. applying geographic skills to identify and understand geographic features;
- c. ~~enhancing curiosity through questioning;~~ **This skill is unnecessary and is not measurable. An alternative might be: *questioning and using critical thinking skills to understand problems and exercise judgment.***
- d. sequencing and organizing information;
- e. identify similarities and differences to explain content;
- f. recognizing cause-and-effect relationships;
- g. using decision-making models such as T-charts and Venn diagrams to make informed economic decisions;
- h. practicing ~~civility~~, respect, hard work, and responsible citizenship skills; and **The word “civility” needs to be removed because it is developmentally inappropriate. This would be challenging to define for our youngest learners.**
- i. using content vocabulary to demonstrate comprehension.

Civics

K.1 The student 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;
- e. practicing honesty, self-control, and showing kindness to one’s self and others; and
- f. contributing one’s time and talents to help others in their homes, schools, and communities through jobs.

K.2 The student will apply history and social science skills to explain how communities honor state and national traditions and recognize officially designated Virginia holidays, including but not limited to

- a. Labor Day;
- b. Columbus Day and Yorktown Victory Day; **This should be modified to include *Indigenous Peoples’ Day* as it was proclaimed a state holiday in 2019.**
- c. Election Day;
- d. Veterans Day;
- e. Thanksgiving;
- f. ~~Christmas Day;~~ **While Christmas is an official state holiday, it would not be appropriate to recognize only one religious holiday without also engaging with holidays of other faiths.**
- g. New Year’s Day
- h. Martin Luther King, Jr. Day;
- i. George Washington Day (commonly known as Presidents’ Day);

- j. Memorial Day
- k. Juneteenth; and
- l. Independence Day.

It is not developmentally appropriate to require kindergarten students to memorize and subsequently recognize 13 holidays. The standards should instead lay the groundwork for teachers to introduce this content in lessons about community celebrations.

K.3 The student will apply history and social science skills to define patriotism and **be introduced to ways in which explain how** communities express patriotism, including

- a. ~~identifying~~ the American and Virginia flags;
- b. ~~identifying~~ national and state symbols, including but not limited to the bald eagle, the dogwood, and the cardinal;
- c. ~~recognizing~~ the Pledge of Allegiance and the National Anthem; and
- d. ~~identifying~~ the current president and that the president is the leader of the United States and is elected by voters.

Kindergarten students can be introduced to national and state symbols, but it is developmentally inappropriate to ask them to memorize and subsequently identify them.

History

K.4 The student will apply history and social science skills to recognize Virginia’s earliest communities by

- a. ~~identifying examples of historical events, stories, and legends of the early communities, including but not limited to Indigenous Tribes, farmers, traders, early settlers;~~ This needs to be removed because it is not developmentally appropriate. Kindergartners do not have a solid understanding of the present-day communities in which they live (i.e., their neighborhood, school, classroom). “Community” should be the developmental focus of this standard. Understanding the nuances of Indigenous Tribes, early settlers, etc. is not developmentally appropriate for our youngest students who are just learning about larger concepts such as: past and present, change over time, etc.
- b. ~~identifying early communities and contributions of leaders and changemakers, including but not limited to Indigenous Peoples, minorities, women, and children;~~ This content is not necessary and is developmentally inappropriate. This content is better covered in K.4d as the kindergarten standards focus on the history of and leaders within the local community.
- c. recognizing that places change over time; and
- d. identifying people who helped establish and lead the local community over time, **perhaps add “including now.”**

K.5 The student will apply history and social science skills to understand and explain what makes communities unique by

- a. explaining the roles of important local community members, such as, but not limited to medical ~~personal~~ *[sic.]* “personnel”, first responders, teachers and business leaders;
- b. identifying historical events; and
- c. telling the stories of the people that developed their local communities.

Geography

K.6 The student will apply history and social science skills to describe the relative location of people, places,

and objects by using positional words, including but not limited to, near/far, and over/under above/below, left/right, behind/in front, next to, in between, over/under.

- K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by
- identifying the similarities and differences between a map and a globe;
 - identifying basic map symbols;
 - identifying land and bodies of water in the local community;
 - identifying the geographic location of the United States and Virginia on a map and globe; and
 - ~~identifying local cities or counties on a map of Virginia.~~ **This needs to be removed because it is not developmentally appropriate. Kindergartners are just beginning to develop a basic understanding of maps and globes. This substandard would be more appropriate in grade one when the focus is on learning specifically about the Commonwealth of Virginia.**

Economics

- K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by
- explaining that Americans are free to work to earn money to buy the things they need and want; and
 - recognizing that Americans are free to make choices about what to buy and that they make choices because they cannot have everything they want.

Notes and Comments

- **K.2b** excludes Indigenous Peoples' Day, which was proclaimed a state holiday in 2019.
- **K.2f** is culturally insensitive because it singles out a predominantly Christian holiday without including other religious holidays (i.e. Chanukah). This is not inclusive of the other religious holidays/traditions that are practiced in Virginia.
- **K.4 and K.5** seem redundant and will overburden teachers. We recommend combining these standards and ensure developmental appropriateness and a focus on larger concepts that will help kindergartners understand "communities" of the past and present and how they may have changed over time. These standards should keep the focus on the local community as a concept most developmentally appropriate for kindergarten students.
- Perhaps include something about "current local community leaders" instead.
- Many of the K standards are **not developmentally appropriate** for our very youngest learners and do not take into account the developmental readiness of 5 year-old children.
- **10** standards/substandards have been added to **Kindergarten**
- K.3 needs to be reworked or eliminated. The stem of this standard does not align with what is in the sub-standards.

Grade One: Commonwealth of Virginia

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

Skills

Skills 1 The student will apply history and social science skills to the content by

- a. viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. applying geographic skills to identify and understand geographic features;
- e. ~~enhancing curiosity through questioning;~~ **This skill is unnecessary and is not measurable. An alternative might be: *questioning and using critical thinking skills to understand problems and exercise judgment.***
- d. sequencing and organizing information;
- e. identify similarities and differences to clarify and explain content;
- f. recognizing cause-and-effect relationships;
- g. using decision-making models such as T-charts and Venn diagrams to make informed economic decisions;
- h. practicing ~~civility~~, respect, hard work, and responsible citizenship skills; and **The word “*civility*” needs to be removed because it is developmentally inappropriate. This would be challenging to define for our youngest learners.**
- i. using content vocabulary to demonstrate comprehension.

Civics

1.1 The student will apply history and social science skills to practice citizenship in the classroom by

- a. practicing honesty and showing kindness to oneself and others;
- b. recognizing the purpose of rules and practicing self-control;
- c. being respectful of others and celebrating differences in ethnic origins, customs, and traditions;
- 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.

1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and **be introduced to** ~~recognize~~ officially designated Virginia holidays, including but not limited to

- a. Labor Day;
- b. Columbus Day and Yorktown Victory Day; **This needs to be modified to include *Indigenous Peoples’ Day* as it was proclaimed a state holiday in 2019.**
- c. Election Day;
- d. Veterans Day;
- e. Thanksgiving;
- f. ~~Christmas Day;~~ **While Christmas is an official state holiday, it would not be appropriate to recognize only one religious holiday without also engaging with holidays of other faiths.**
- g. New Year’s Day;
- h. Martin Luther King, Jr. Day;

- i. George Washington Day (commonly known as Presidents' Day);
- j. Memorial Day;
- k. Juneteenth; and
- l. Independence Day.

First graders can be introduced to the full range of state holidays, but it is developmentally inappropriate to ask them to memorize and recognize all 13 listed here.

- 1.3 The student will ~~apply history and social science skills to describe~~ **be introduced to** the symbols and traditions that honor and foster patriotism in the United States, ~~by including~~
- a. ~~expressing~~ respect for the American flag, ~~by learning about~~ the Pledge of Allegiance, and the National Anthem;
 - b. ~~explaining~~ the symbolism of the colors, stars and stripes of the American flag;
 - c. ~~identifying~~ the Virginia flag, state capitol building, state bird, and state flower; and
 - d. explaining why people ~~have~~ **use** symbols and ~~have~~ **traditions**.

First graders can learn about symbols and traditions, but it is developmentally inappropriate to ask them to memorize, identify, and explain so many examples of these.

History

- 1.4 The student will apply history and social science skills to understand Virginia's history by
- a. identifying and describing contributions of Virginia's diverse people, both past and present;
 - b. identifying and describing important events and locations throughout the early history of the Commonwealth, including but not limited to Werowocomoco and the first English ~~settlement~~ **colony** in North America at Jamestown; and
 - c. describing how various communities and life in Virginia have changed over time.
- 1.5 The student will ~~describe~~ **be introduced to** the stories of changemakers in the history of Virginia and their contributions to our Commonwealth, including but not limited to
- a. ~~Indigenous Peoples:~~ Chief Powhatan and Pocahontas;
 - b. ~~Explorers:~~ John Smith and Christopher Newport;
 - c. ~~Presidents:~~ George Washington, Thomas Jefferson, James Madison, and James Monroe; and
 - d. ~~Barrier Breakers:~~ John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe, Jr., and L. Douglas Wilder.

The describing categories divide historical figures by race and gender. They should either be replaced with alternatives (leaders, unifiers, discoverers, etc.) or cut entirely. This is also far too many specific individuals for first graders to memorize, process, and describe. It would be more appropriate developmentally to introduce students to these individuals.

Geography

- 1.6 The student will apply history and social science skills to develop geographic skills by
- a. using basic map symbols, including references to land, water, cities, and roads;
 - b. using cardinal directions on maps;
 - c. locating Virginia, the United States, ~~continents, and oceans~~ on maps and globes; and **This content (continents and oceans) needs to be removed as it is not developmentally appropriate for grade one. Students in grade one continue to build basic map and globe skills, which are scaffolded from kindergarten. In addition, much of the content in grade one is focused on Virginia - the focus should be on**

identifying major cities (i.e. Richmond) and geographic features of Virginia, not continents and oceans. This content is better suited for grade two.

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

1.7 The student will apply history and social science skills to connect geography to historical events of Virginia and the United States by

a. identifying landforms and bodies of water of Virginia and how they affect the way people live;

b. locating the site of the Jamestown ~~settlement~~ colony; and

c. locating Washington, D.C., and Richmond on Virginia and United States maps. **Sequentially, this substandard would align better with 1.6c.**

Economics

1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs 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;

d. describing goods and services produced in Virginia; and

e. describing why people must make choices because they cannot have everything they need or want.

Notes and Comments

- SOL 1.2b excludes Indigenous Peoples' Day, which was proclaimed a state holiday in 2019.
- SOL 1.2f is culturally insensitive. Choosing to include a predominantly Christian holiday without including other "religious" holidays (i.e. Chanukah) is not inclusive of the other religious holidays/traditions that are practiced in VA.
- SOL 1.5 categorizes individuals based on racial groups. It would be inappropriate to teach that Powhatan and Pocahontas are important solely because they are indigenous.
- Many of the grade one standards are not developmentally appropriate for our very youngest learners and do not take into account the developmental readiness of 6-7 year old children.
- Suggest the inclusion about "citizenship" as a member of a group or community as well as a born or naturalized citizen for greater inclusion and understanding.
- SOL 1.1 needs to define citizenship and explain that one can be a "citizen" by participating in a group and that it is not just a U.S. citizen. Thinking of the many immigrant students in classrooms and how this might be presented by elementary teachers.
- Should there be an opportunity to learn something about their local communities in this course since that is the focus?

Grade Two: United States of America

The standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States as well as the heritage of the Indigenous Peoples. Students ~~should~~ **will** continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify the contributions of individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Skills

Skills 2 The student will apply history and social science skills to the content by

- a. viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. applying geographic skills to identify and understand geographic features and connections;
- c. ~~enhancing curiosity through questioning to draw conclusions;~~ **This skill is unnecessary and is not measurable. An alternative might be: *questioning and using critical thinking skills to understand and solve problems.***
- d. sequencing and organizing information;
- e. identify similarities and differences to clarify and explain content;
- f. recognizing cause-and-effect relationships;
- g. using decision-making models such as T-charts and Venn diagrams to make informed economic decisions;
- h. practicing ~~civility~~, respect, hard work, and responsible citizenship skills; and **The word “civility” needs to be removed because it is developmentally inappropriate. This would be challenging to define for our youngest learners.**
- i. using content vocabulary to demonstrate comprehension.

Civics

- 2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States, including but not limited to
 - a. freedom of expression;
 - b. freedom of religion;
 - c. voting for local, state, and national representatives;
 - d. respecting and following laws;
 - e. practicing honesty and trustworthiness; and
 - f. respecting the rights, beliefs, and opinions of others ~~citizens~~.
- 2.2 ~~The student will apply history and social science skills to understand the steps and pathways to citizenship by~~
 - a. ~~identifying the benefits in becoming an American citizen; and~~
 - b. ~~identifying the process and pathways to become a United States citizen.~~ **This content needs to be removed, because it is not developmentally appropriate. Pathways to U.S. citizenship is addressed in secondary civics and government courses.**
- 2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and ~~recognize~~ **be introduced to** officially designated Virginia holidays, including but not limited to
 - a. Labor Day;

- b. Columbus Day and Yorktown Victory Day; ~~This needs to be modified to include *Indigenous Peoples' Day* as it was proclaimed a state holiday in 2019.~~
- c. Election Day;
- d. Veterans Day;
- e. Thanksgiving;
- f. ~~Christmas Day;~~ ~~Choosing to include a predominantly Christian holiday without including other "religious" holidays (i.e. Chanukah) is not inclusive of the other religious holidays/traditions that are practiced in Virginia. It also does not clearly align with the 2nd grade theme which is "United States History."~~
- g. New Year's Day;
- h. Martin Luther King, Jr. Day;
- i. George Washington Day (commonly known as Presidents' Day);
- j. Memorial Day;
- k. Juneteenth; and
- l. Independence Day.

Second graders can be introduced to the full range of state holidays, but it is developmentally inappropriate to ask them to memorize and recognize all 13 listed here.

- 2.4 The student will apply history and social science skills to recognize state and national symbols, including but not limited to
- a. locating the Virginia and United States capitals and buildings;
 - b. ~~explaining the state motto and the image on the Virginia state flag and its meaning;~~
This needs to be removed because it is developmentally inappropriate. This requires young students to learn the Latin phrase "*Sic Semper Tyrannis*" and that it translates to "thus be it always to tyrants." It also requires them to then interpret the state seal on the Virginia flag that features a nude depiction of the female figure of "Virtue" standing on top of a murdered king. This is far too complex for students to understand socially inappropriate to expose young children to depictions of nudity and political violence/assassination. This standard is more appropriately placed in the secondary level.
 - c. explaining the meaning behind symbols, including but not limited to the American flag, bald eagle, Washington Monument, ~~Liberty Bell~~, and Statue of Liberty;
The Liberty Bell is the most complex of these symbols and is difficult to teach to 8 year olds without adding significant background knowledge. This needs to be removed from the list in order to make room for teaching the rest of the curriculum with fidelity.
 - d. learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance and the National Anthem; and
 - e. ~~locating on a map the birthplaces of the eight Virginians elected to President of the United States and their homes as historical landmarks. This content is unnecessary and developmentally inappropriate. The amount of content in this substandard is an unrealistic expectation for teachers and students, particularly as one of 21 new standards/sub standards added to grade 2.~~

History

- 2.5 The student will use history and social science skills to ~~locate~~ **identify** the geographic location, use of resources, and identify the contributions of Indigenous Peoples past and present including
- a. Indigenous Nations and tribes of the Eastern Woodlands;
 - b. Indigenous Nations and tribes of the Plains;
 - c. Indigenous Nations and tribes of the Southwest; and
 - d. ~~understanding Indigenous Sovereignty, including but not limited to the importance of land, history, and culture. This content should be removed because it is developmentally inappropriate. Indigenous~~

sovereignty can be difficult to address adequately in undergraduate and graduate courses and should be addressed in 11th-grade VA/US History instead of 2nd grade Social Studies.

2.6 The student will use history and social science skills to locate the geographic location, use of resources, and identify the ~~contributions~~ **replace with “positive and negative impacts”** of European explorers, ~~and their influence on the development of North America, including but not limited to the Dutch, English, French, Portuguese, and Spanish.~~ **This content should be removed because it is not developmentally appropriate. Students in grade two typically learn about 2-3 European explorers (i.e, Columbus, Newport). The complex nature of exploration is developmentally appropriate for upper elementary grades and usually taught in USI courses. Additionally, the time it would take to teach this standard alone is unrealistic for a 2nd grade classroom.**

2.7 The student will apply history and social science skills **while being introduced to** ~~to describe~~ the revolutionaries who fought for America’s freedom (~~1764-1781~~ **1763-1789**), including but not limited to

- ~~a. John Adams; taught in USI~~
- b. Benjamin Franklin;
- ~~e. Alexander Hamilton; too complex for 2nd grade~~
- d. **Patrick Henry; taught in Virginia Studies**
- e. Thomas Jefferson;
- f. James Madison (“Father of the Constitution”);
- ~~g. Paul Revere; and taught in USI~~
- h. George Washington (“Father of our Country”).

Second graders should be exposed to the American Revolution but it would be developmentally inappropriate to ask them to learn and describe so many historical figures. This standard is also problematic because the only people listed as revolutionaries are white men. This whitewashes history.

2.8 ~~The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by~~

- ~~a. identifying reasons for the settlement of the thirteen colonies;~~
- ~~b. explaining the relationships between the colonies and Great Britain; and~~
- c. **identifying key components of the Declaration of Independence. This content should be removed because it is not developmentally appropriate. The events leading to the American Revolution, the principles of American democracy and the new American nation are nuanced, complex, and taught in upper elementary Virginia Studies courses when students can better understand the complexity of these people and events and use historical thinking skills to think critically. The sheer amount of content and developmental appropriateness of 2.7 and 2.8 is not realistic or viable.**

2.9 The student will apply history and social science skills to understand key events in United States history, including but not limited to

- a. recognizing the reasons for moving the nation’s capital from Philadelphia to Washington, D.C. and the importance of the nation’s capital; and
- ~~b. recognizing the Louisiana Purchase, the War of 1812 and the expansion of the United States.~~ **The War of 1812 is a complex conflict dealing with trade and maritime rights, and it is inappropriate for this age group. It would be more appropriate to say something along the lines of “the country expanded from thirteen colonies to the country we are today.” Additionally, the expansion of the United States during this time is equally complex.**

2.10 The student will be introduced to describe the contributions and roles of changemakers in United States history, including, but not limited to

- a. Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, ~~Steve Jobs, Jonas Salk~~, Thomas Edison, Alexander Graham Bell, and Mary Jackson; **This is a long list of scholars and inventors. Steve Jobs and Jonas Salk would be overly complex for 2nd graders given that teachers will have to explain advanced technology and vaccination science in order to establish context.**
- b. Explorers and Adventurers: Meriwether Lewis, William Clark, and Sacagawea, Neil Armstrong, Amelia Earhart; **It is helpful to teachers to keep historical figures in chronological order, so here, as an example, the order should be Earhart then Armstrong.**
- c. Reformers and Champions: Abraham Lincoln, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., and Dr. Chien-Shiung Wu, John F. Kennedy, ~~Jr.~~ **This is a typo. Surely this is meant to refer to President Kennedy and not his son.** and Barack Obama.

The sheer amount of content in 2.10 is very concerning. There are 24 people listed in this standard alone. Additionally, the time it would take to teach this standard is unrealistic for a 2nd grade classroom. This list of names leads to memorization rather than meaningful instruction. At best, it would take 8-9 weeks (teaching 30-40 min a day) to teach this one standard. That is roughly 18-20% of the school year. Students have no context for the achievements of the people listed. For example, Dr. Chien-Shiung Wu worked on the Manhattan Project. Students in 2nd grade, and possibly teachers, would have no idea what that is, nor is it appropriate to teach about the atomic bomb to 7 and 8 year-olds.

Geography

2.11 The student will apply history and social science skills to develop geographic mapping skills using world maps and globes by

- a. locating and describing the seven continents and the five oceans;
- b. locating the countries of North America and the bordering oceans;
- c. locating and describing the equator, the Prime Meridian, and the four hemispheres; and
- d. identifying major rivers, mountain ranges, lakes, and other physical features in the United States.

2.12 ~~The student will apply history and social science skills to connect geography to historical landmarks and events, including but not limited to~~

- ~~a. Jefferson Memorial and Lincoln Memorial;~~
- ~~b. George Washington's crossing of the Delaware River and Valley Forge;~~
- ~~c. Grand Canyon;~~
- ~~d. Mount Rushmore;~~
- ~~e. Niagara Falls;~~
- ~~f. Yellowstone National Park; and~~
- g. ~~Yosemite National Park;~~ **This standard is an example of the additional content added to second grade and it is grade level inappropriate. Using history and social science skills to connect geography to historical events and national historical landmarks is complex. While these topics and places are certainly historically significant, there is not enough time to teach this in addition to the rest of the curriculum.**

The National Parks listed have fascinating geographic and historic connections that are too dynamic for 8 year-olds to comprehend. For example, Mount Rushmore was built in the Black Hills of South Dakota. Native Americans have a long history with the Black Hills and consider this site sacred. In 1868, the U.S.

government signed the Fort Laramie Treaty of 1868, establishing the Great Sioux Reservation, and exempted the Black Hills from all-white settlement forever. Gold was discovered in the Black Hills in 1874, and the U.S. government then took the Black Hills and relocated the Lakota to five smaller reservations. Seeking to attract tourism to the Black Hills in the early 1920s, South Dakota's state historian came up with the idea to sculpt "the Needles" (several giant natural granite pillars) into the shape of historic heroes of the West. The sculptor, Gutzon Borglum convinced the state historian that the sculpture should depict George Washington and Abraham Lincoln to give it national significance. While this is an excellent example of the interplay between history, geography and perspectives, it is far too advanced for elementary students. This standard should be removed and reconsidered for high school students.

Economics

- 2.13 The student will apply history and social science skills to understand basic economic principles by
- identifying natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, computers, and buildings);
 - distinguishing between needs and wants;
 - distinguishing between the use of barter and the use of money in the exchange for goods and services; and
 - explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Notes and Comments

- This grade level is overloaded with content. At any grade level this would seem like a lot to teach, but at such a young age it is not viable. There is no way students can truly master everything in these standards.
- 21** standards/substandards have been added to 2nd grade. There is a need to shorten, but when doing so, the content needs to be connected/relevant to the course content as a whole, much of what is here is also disjointed
- There are 24 people listed in SOL 2.10, along with 8 people listed in SOL 2.7. The sheer volume of people and developmentally inappropriate content is of great concern. The amount of new content expected to be taught is unrealistic, disjointed, and it will require great levels of professional development for Virginia's second grade teachers. Additionally, much of this content will require rote memorization for very young learners.
- SOL 2.7 requires students will learn about many of the same people and facts multiple times throughout the K-6 curriculum. We recommend having students learn about groups of people that influenced the revolution rather than the extensive list of people these standards provide. One possible fix is to collapse SOL 2.7 - 2.10 into a more age appropriate set of two standards that will help students see that the story of the United States was not a set of facts and events, but was a series of intersecting events, people, and episodes. This will help reduce the "noise" in the standards and improve your "signal" with teachers, students, and other stakeholders.
- Below is a sampling of the number of times students will be expected to learn about some of the "revolutionaries" in K-6.
 - George Washington (SOL 1.5, SOL 2.3, SOL 2.7, VS.5, VS.6, US 1.6)
 - James Madison (SOL 1.5, 2.7, VS.5, VS.6, US1.7)
 - Thomas Jefferson (SOL 1.5, 2.7, VS.5, VS.6, US1.7)
- Consider including standard 2.8 from the 2015 standards in place of the above SOL 2.8 and 2.9: *"The student will apply history and social science skills to describe important developments and innovations in United States history, including, but not limited to developments and innovations related to communication and transportation."* These standards align much better with some of the people listed in SOL 2.10

Grade Three: The World

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students ~~should~~ **will** continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, technologies, customs, traditions, and perspectives.

Skills

Skills 3 The student will apply history and social science skills to the content by

- a. analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. applying geographic skills to identify and understand geographic features and connections;
- c. developing questions, ~~enhancing curiosity~~, and engaging in critical thinking and analysis;
This skill is unnecessary and is not measurable. An alternative might be: questioning and using critical thinking skills to understand and solve problems.
- d. using evidence to construct timelines, classify events, and to distinguish fact and opinion;
- e. comparing and contrasting people, places, or events;
- f. identifying cause-and-effect relationships to clarify and explain content within this course;
- g. using decision-making models such as T-charts and Venn diagrams to make informed economic decisions;
- h. practicing ~~civility~~, respect, hard work, and responsible citizenship skills; and *The word “civility” needs to be removed because it is developmentally inappropriate. This would be challenging to define for our youngest learners.*
- i. using content vocabulary to demonstrate learning through oral and written products.

Civics

3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of the United States citizenship by

- a. describing the rights guaranteed to citizens in the First Amendment;
- b. understanding the importance of supporting and defending the Constitution and the Bill of Rights;
- c. respecting and following local, state, and federal laws;
- d. running for elected office;
- e. ~~servicing on a jury~~; *This should be removed, because it is out of context with this course and developmentally inappropriate.*
- f. paying local, state, and federal taxes;
- g. practicing honesty and trustworthiness;
- h. describing the purpose of rules; and
- i. understanding responsible digital citizenship.

Geography

3.2 The student will apply history and social science skills to locate and describe major geographic features of the seven continents Africa, Antarctica, Asia, Australia, Europe, North America, and South America.

3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by

- A. identifying and locating major bodies of water;
- B. identifying and locating major mountain ranges;

- C. describing how geographic features impacted the lives of individuals; and
- D. connecting the geography to major historical events.

History

- 3.4 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Egypt by
- a. locating ancient Egypt on a map of the world;
 - b. ~~connecting~~ the geography of ancient Egypt and its economy; “Connecting” is not a measurable skill. Instead consider using language such as describing how the geography of ancient Egypt affected its economy.
 - c. identifying and explaining the government;
 - d. describing the arts ~~and innovations~~; and This is unnecessary content as it is already in the standard language.
 - e. identifying and explaining the architecture and its influence in the world today.
- 3.5 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient China by
- a. locating ancient China on a map of the world;
 - b. ~~connecting~~ the geography of ancient China and its economy; “Connecting” is not a measurable skill. Instead consider using language such as “describing how the geography of ancient China affected its economy”
 - c. identifying and explaining the government;
 - d. describing the arts ~~and innovations~~; and This is unnecessary content as it is already in the standard language
 - e. identifying and explaining the architecture and its influence in the world today.
- 3.6 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Greece by
- a. locating ancient Greece on a map of the world;
 - b. describing the ~~unique~~ geography of ancient Greece; The term “unique” is unnecessary.
 - c. identifying and explaining direct democracy;
 - d. describing the arts ~~and innovations~~; and This is unnecessary content as it is already in the standard language
 - e. identifying and explaining the architecture and its influence in the world today.
- 3.7 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Rome by
- a. locating ancient Rome on a map of the world;
 - b. ~~connecting~~ the geography of ancient Rome and its economy; “Connecting” is not a measurable skill. Instead consider using language such as describing how the geography of ancient Rome affected its economy
 - c. identifying and explaining representative democracy;
 - d. describing the arts ~~and innovations~~; and This is unnecessary content as it is already in the standard language
 - e. identifying and explaining the architecture and its influence in the world today.
- 3.8 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient empire of Mali by

- a. locating ancient empire of Mali on a map of the world;
- b. ~~connecting~~ the geography of ancient empire of Mali and its economy; “Connecting” is not a measurable skill. Instead, consider using language such as describing how the geography of ancient Mali affected its economy.
- c. identifying and explaining the government;
- d. describing the arts ~~and innovations~~; and This is unnecessary content as it is already in the standard language.
- e. identifying and explaining the architecture and its influence in the world today.

3.9 ~~The student will apply history and social science skills to explain the basic structure of the United States government by~~

- ~~a. explaining the purpose of governments;~~
- ~~b. explaining how the Constitution supports the structure of the United States government;~~
- ~~c. identifying and describing the three branches of government;~~
- ~~d. explaining what governments do at the national, state, and local level; and~~
- ~~e. explaining how local, state and national governments are organized.~~ The content of this standard is out of context for this course. This content could be revised and appear in the Civics strand. This content does not align with a focus on the World and goes into too much depth for third grade. It is also included in U.S. History I and Civics and Economics.

Economics

- 3.10 The student will apply history and social science skills to explain the basic economic principles of
- a. production, distribution, and consumption of goods and services; and
 - b. supply and demand.

Notes and Comments

- These standards need to explore how geography allowed for trade, migration, transfer of cultures between these ancient civilizations, and how it led to globalization and innovation later.
- The 5 themes of geography are not applied across the K-3 spectrum and instead the standards require students to merely memorize facts. The 5 themes are an essential K-5 structure for building geographic literacy and should be returned in K-5 standards with an emphasis on developing skills.
- There is redundancy in the standards about ancient civilizations. The students are already asked to describe innovations in the standard language and then it is reiterated in the substandards. Additionally, students are asked to “connect” geography and economy as opposed to describing the ways in which geography and the economies of places are interrelated.
- SOL 3.9 should be deleted as the focus for this course is the World. What is stated is in too much depth for this grade level and included in U.S. History I and Civics & Economics.

Grade 4: Virginia Studies

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

Skills

Skills VS The student will apply history and social science skills to the content by

- a. analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. applying geographic skills to identify and understand geographic features **and impacts on Virginians; This makes it more explicit what is meant by “connections” connections;**
- c. developing questions, ~~enhancing curiosity~~, and engaging in critical thinking and analysis; **This skill is unnecessary and is not measurable. An alternative to consider is: “questioning and using critical thinking skills to understand and solve problems.” Or “to analyze and develop understanding.”**
- d. using evidence to construct timelines, classify events, and to distinguish fact and opinion;
- e. comparing and contrasting people, places, or events;
- f. identifying cause-and-effect relationships to clarify and explain content;
- g. using decision-making models such as T-charts and ~~Venn diagrams~~ to make informed economic decisions; **Venn diagrams certainly *could* be used in decision-making processes; but T-charts and cost-benefit analyses are more common. Venn diagrams are more explicitly aligned with comparing and contrasting (VS.e)**
- h. practicing ~~civility~~, respect, ~~hard-work~~, and responsible citizenship skills; **“Civility” is synonymous with respect and “hard work” is not a quantifiable skill. While noble, and certainly something we would want to emphasize across all content areas and skills, we don’t see this as being an academic essential skill worth being explicitly noted as a standard. and**
- i. developing products that reflect an understanding of content. **We would suggest reintroducing the original language of “orally and in writing” as this is more specifically geared toward academic skills.**

Physical Geography

VS.1 The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia’s peoples, past and present 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 on a map; and
- c. locating, identifying, and describing the impact of Virginia’s bodies of water on its history, economy, and culture.

Virginia’s Indigenous Peoples

VS.2 The student will apply history and social science skills to describe the Indigenous Peoples’ nations of Virginia past and present by

- a. **Move to VUS:** describing how archaeologists have recovered artifacts from important places in the history of Indigenous people, including but not limited to Werowocomoco;
- b. **Move to VUS:** describing Virginia's three most prominent indigenous language groups (the Algonquian, the Siouan, and the Iroquoian); **Note: the content in (a) and (b) is thoughtfully organized, but in a way that is more appropriate for eleventh-grade VA/U.S. History than fourth-grade Virginia Studies. Both fourth graders and eleventh graders should learn about Indigenous peoples of Virginia.**
- c. describing the diversity among the Indigenous Nations;
- d. describing the relationships and interactions of the Indigenous Peoples in Virginia, circa 1600 and their environment; and
- e. ~~describing the lives leading to the present day, and those living in Virginia today~~ **The language of this substandard is confusing. Replace it with "describing the cultures of Indigenous Peoples of the past and those living in Virginia today."**

1607 through the American Revolution

- VS.3 The student 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 **This prescribes one specific essential skill. Leaving the verb "explain" offers the rigor level that could enable multiple essential skills to be implemented across these standards, including, but not limited to, recognizing cause and effect relationships.**
- a. explaining the reasons for English colonization;
 - b. describing the influence of the Virginia Company of London Charter (April 10, 1606) and geographic features on the decision to settle at Jamestown;
 - c. describing the interactions between the English colonists and the Indigenous peoples, including the role of the Powhatan in the survival of the colonists;
 - d. describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival, including but not limited to trade with the Powhatan, the leadership of Captain John Smith, ~~land ownership~~, and the successful commercial cultivation of tobacco; **"Land ownership" is neither a hardship nor a change that took place to ensure survival.**
 - e. ~~analyzing evaluating~~ the impact of the arrival of Africans at Old Point Comfort (Fort Monroe) and the importance of women to the Jamestown settlement; **Evaluating is probably not the verb that serves this standard best. "Analyzing" would be more appropriate, both developmentally (See Bloom's and DOK) and semantically.**
 - f. identifying the significance of establishing the General Assembly (1619), the first representative legislative body in English America; and
 - g. **Move to VUS** ~~describing the significance of Nathaniel Bacon and Bacon's Rebellion. This needs to be removed because it is developmentally inappropriate. Bacon and Bacon's Rebellion are complicated subjects and would be more appropriate in a higher grade level where relevant events and multiple perspectives can be investigated more thoroughly.~~
- VS.4 The student will apply history and social science skills to understand life in the Virginia colony by
- a. explaining the importance and influence of agriculture;
 - b. examining how colonial Virginia reflected the culture of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans;
 - c. distinguishing between indentured servants and enslaved people, including how European countries ~~sent~~ **traded for, transported, and sold enslaved Africans to be enslaved** in America beginning in the 17th century; **European countries did not send enslaved Africans to the Americas; they sent Africans to the Americas who were then enslaved. Yes, systems of capture and enslavement were taking place in some**

African nations. But it's important that students understand Africans as the doctors, scientists, artists, and craftsmen that they were before describing them as simply "enslaved."

- d. describing the laws that established race-based enslavement, providing a legal framework for owning human beings as property and beginning the practice of inter-generational slavery; Move to VA/US: including but not limited to the 1705 General Assembly law; This should be removed because it is developmentally inappropriate. The 1705 General Assembly law is important, but unpacking the nuances of this legislation is more appropriate for 11th-grade VUS where its current absence is glaring.
- e. explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg; and
- f. describing ways people exchanged goods and services in Colonial Virginia.

VS.5 The student will apply history and social science skills to explain Virginia and Virginians' role during the American Revolution by

- a. identifying the principles and events that led to and empowered the colonies to go to war with Great Britain, as expressed in the Declaration of Independence;
- b. examining the important contributions, leadership, and experiences of Virginians during the war, including but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, Patrick Henry, James Armistead Lafayette, Indigenous Peoples, women, and free and enslaved Blacks; The Virginia Commission on African American History Education recommended adding James Armistead Lafayette. We assume his name was deleted by mistake.
- c. identifying the reasons for the relocation of Virginia's capital from Williamsburg to Richmond; and
- d. identifying the importance of the American victory at Yorktown.

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

VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by

- a. explaining the role of George Washington ("Father of Our Country"), James Madison ("Father of the Constitution), and Patrick Henry ("Give Me Liberty or Give Me Death" speech); Patrick Henry and his "Give me Liberty" speech belongs in the previous standard because this speech was delivered in 1775 during the outbreak of the Revolutionary War.
- b. explaining the development of founding Virginia documents, including the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson); This needs to be removed because it is developmentally inappropriate. The influence of these documents is far more important in the context of early US history than their development.
- c. describing how principles of these founding Virginia documents inspired the Declaration of Independence, the Virginia Constitution, the Constitution of the United States, and the Bill of Rights;
- d. describing the purpose and functions of the three branches of the United States government and Virginia's current state government;
- e. explaining the influence of geography and technological advances on the migration and its impact on Virginians Virginians and their migration (syntax edit) into other states and western territories in the first half of the 1800s; and
- f. explaining how the institution of slavery was impacted by the causes and consequences of Nat Turner's Rebellion. The rebellion's significance extends beyond the impact on the institution of slavery.

Civil War and Postwar Eras

VS.7 The students will apply history and social science skills to understand the key people, events and issues of
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the Civil War and Virginia's role by

- a. examining the role of John Brown and the impact of the raid at Harper's Ferry;
- b. examining how the institution of slavery was the cause of the Civil War, ~~and secondary factors that contributed to the secession of the southern states;~~ **Both USI and VUS can elaborate on secondary factors. Attending to this level of nuance here will make it more difficult for students to meet expectations on state assessments.**
- c. examining the significance of the Underground Railroad, and the contributions of Harriet Tubman;
- d. examine major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia;
- e. identifying ~~major battles~~ **turning points** that took place in Virginia; **The African American History Commission recommended replacing battles with events. We suggest "turning points" because the Emancipation Proclamation is not mentioned in the standards about the Civil War. This is a glaring omission.**
- f. ~~identifying and explaining the leadership roles of Virginians, including but not limited to Thomas J. "Stonewall" Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty; and~~ **This material is covered in greater depth in USI, where it is more appropriate both thematically and developmentally. Students are assessed on this course and this substandard will create an unnecessary obstacle to student success.**
- g. evaluating the experiences of Indigenous Peoples, European Americans, and enslaved and free Blacks during the war, including but not limited to Elizabeth Van Lew and Mary Bowser.

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

- a. describing what the Thirteenth, Fourteenth, and Fifteenth Amendments 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 decision in Plessy v. Ferguson; and
- e. analyzing the effects of segregation and "Jim Crow" laws on life in Virginia.

VS.9 The student 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, waterways, new industries, and the growth of cities to Virginia's economic development in the late 1800s; and
- b. explaining the economic and social transition from a rural society to a more urban society.

Virginia: 1900 to Present

- VS.10 ~~The student will understand the major roles Virginians played in American history from World War I to the present, including but not limited to~~
- ~~World War I: President Woodrow Wilson, Anna McFadden, and Richard E. Byrd;~~
 - ~~World War II: PFC Jacklyn Lucas and Lt. General Lewis B. “Chesty” Puller; and~~
 - ~~Modern Era: George Marshall. This content needs to be removed because it is developmentally inappropriate. This standard is disconnected from the structure of the previous standards, and students do not study the First or the Second World Wars in Virginia Studies. This standard adds another layer of content for students to memorize that is disconnected from meaningful investigation and inquiry.~~
- VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by
- explaining the social and political events connected to desegregation and Massive Resistance, with emphasis on the role of Virginians in the Supreme Court cases, including but not limited to ~~Green v. County Board of New Kent County~~, *Brown v. Board of Education*, and ~~Griffin v. School Board of Prince Edward County~~; **These cases need to be removed because they are too complex for 4th grade. The conceptual focus should remain on *Brown v. Board of Education* with these related cases to possibly be explored at the secondary level where they are more developmentally appropriate.**
 - investigating the political, social, or economic effects of choices made during the Civil Rights Era, **by people** including but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder.
- VS.12 ~~The student will use history and social science skills to recognize why Virginia is known as the Mother of Presidents by identifying the United States presidents from Virginia and their spouses. Memorizing all eight presidents from Virginia and their spouses does not seem like a worthwhile task. This will lead to rote memorization which is the lowest cognitive level and retention of this information is unlikely.~~
- VS.13 The student will apply history and social science skills to explain Virginia’s role in the global economy in the 21st Century by
- examining major products and industries important to Virginia; and
 - examining the impact of the ideas, innovations and advancements of Virginians on a global market.

Notes and Comments

- There is no mention of chattel slavery, Lumpkins jail, or the role of Virginia in the trafficking and sale of human beings and forced migration.
- The addition of *Green v. New Kent County* is far too complex for 4th graders.
- Harry Byrd is no longer attributed to developing and leading the cause of Massive Resistance.
- The section on WWI and WWII is far too complex without the overall context of the world wars and why they happened. Regardless, this is far too complex for elementary age students, which is why it was previously explored in middle and high school courses.
- SOL VS.7b suggests that slavery was not the singular cause of the Civil War and secession. This needs to be clear and without obfuscation.
- SOL VS.5a and SOL VS.6e are poorly written and not clear.
- Bacon’s Rebellion is far too complex for 4th grade and it should be removed.
- Memorizing all eight Virginia Presidents and their homes and spouses is not an age-appropriate or worthwhile

task.

- The list of names, court cases, etc. that students are responsible for memorizing in this draft is not viable. This is entirely too much content for students to actively and meaningfully engage with in a given school year. There is no opportunity to authentically develop skills with so many bullets of minutiae to memorize. Also, the ratio of specific names of White men to Black and Indigenous peoples is lopsided.
- We recommend the inclusion of Fort Monroe (Freedom's Fortress), the Emancipation Oak, and the town of Hampton. The enslaved contraband (designated at Fort Monroe) are credited with establishing the United States' first self-contained African American community. This is unique and essential Virginia history. **It was also emphasized by Governor Youngkin in the recent CNN Town Hall as a significant part of our state and national history that all students should know.**
- There should also be an opportunity to include some local history in this course.

Grade 5: United States History to 1865 This course should not be assigned to a specific grade level.

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the Union. The standards for this course relate to the history of the United States from ~~pre-Colonial times until 1865~~. This language should be rephrased to read as: “the Indigenous Peoples who first inhabited the North American Continent to the Civil War in 1865.” Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country’s history through the use of primary and secondary sources.

Skills

Skills USI The student will apply history and social science skills to the content by

- synthesizing evidence from sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand events in United States history;
- applying geographic skills to determine patterns and trends of people, places, or events;
- developing questions, ~~enhancing curiosity~~ This should be removed because it is not a measurable skill, and engaging in critical thinking and analysis;
- integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
- comparing and contrasting historical, cultural, economic, and political perspectives;
- determining and explaining cause and effect relationships;
- using decision-making models, including but not limited to T-charts and Venn diagrams to explain the incentives and consequences of a specific choice;
- engaging and communicating as civil and informed individuals with different perspectives; and
- developing products that reflect an understanding of content.

Geography and Early History of North America

USI.1 The student will apply history and social science skills to understand the geography of North America by

- locating North America in relation to the other continents and the oceans;
- locating and describing major geographic regions, and bodies of water of North America and their impact on the early history of the United States; and
- ~~locating the 50 states and their capitals.~~ This needs to be removed because it is a rote task. Instead, we should focus on higher order thinking such as: *identify and analyze geographic regions and features that created opportunities and challenges for inhabitants of the North American continent.*

Early Cultures of North America

USI.2 The student 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, including but not limited to Cactus Hill in Virginia; and
- ~~locating~~ **identifying and analyzing geographic regions** where Indigenous Peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.

- USI.3 The student 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, English, French, Portuguese, and Spanish explorations; and
 - describing cultural and economic interactions between Indigenous Peoples and Europeans that led to cooperation and conflict.
- USI.4 The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by
- identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;
 - describing the arrival of the first Africans to Colonial America at Old Point Comfort (Fort Monroe); **As per the recommendation of the Commission on African American History Education.**
 - describing the Transatlantic Slave Trade, **as well as the development of race-based chattel slavery,** and its impact on the African coast and Western hemisphere; **The Virginia Commission on African American History stressed the importance of introducing the concept of racialized slavery in the elementary grade levels to provide a foundation for more robust engagement at the secondary level.**
 - identifying the cultural connections, conflicts, and common values ~~of their homeland~~ **of enslaved people in the Western Hemisphere,** as well as challenges and hardships ~~that enslaved people brought to the United States.~~ **Edited for syntax and to avoid the inaccurate suggestion that enslaved people, who came from a range of different cultural backgrounds, shared a single homeland.**

Colonial America and the American Revolution

- USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by
- describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;
 - ~~explaining Virginia's importance as one of the most populous and wealthiest colonies;~~ **This is already featured in Virginia Studies. It also feels more like a fact rather than a standard that can be unpacked.**
 - comparing life from the perspectives of various groups, including but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, **Indigenous peoples,** and enslaved and free Blacks; **Indigenous peoples shaped colonial society and their perspective needs to be included here.**
 - describing the specialization and interdependence of the regions on one another; and
 - explaining the changing political and economic relationships between the colonies and Great Britain, including but not limited to representative government and self-rule in the colonies.
- USI.6 The student will apply history and social science skills to explain the American Revolution by
- identifying the causes and effects of the French and Indian War;
 - identifying the issues of dissatisfaction that led to the American Revolution, including but not limited to the “injuries and usurpations” outlined in the Declaration of Independence;
 - comparing and contrasting the political ideas and principles that shaped the revolutionary movement ~~including but not limited to ideals from ancient Rome and Greece and the Magna Carta;~~ **Stipulating these three influences is unnecessary and somewhat inaccurate. A broader standard will allow for teachers to draw on a wider range of influences, such as the writings of John Locke, Enlightenment philosophy, and the English Bill of Rights.**

- d. describing the leadership roles of individuals, including but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, **Phillis Wheatley Peters, Abigail Adams, Crispus Attucks, James Armistead Lafayette,** and the Marquis de Lafayette; and **The Virginia Commission on African American History Education recommended adding Attucks and Lafayette to this section. It would be misleading and inaccurate to suggest that the only individuals who exhibited leadership in the Revolutionary era were white men.**
- e. examining the causes, course, and consequences of key events and battles of the era.

A New Nation and its Expansion

USI.7 The student 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 Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison;
- c. examining constitutional issues debated, including but not limited to opposition to a strong national government and the debate over ratifying of the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights;
- d. explaining the Three-Fifths Compromise;
- e. examining the three branches of government; and
- f. ~~describing the major accomplishments of the first five presidents of the United States.~~ **This is unnecessarily because several of these leaders and their most relevant accomplishments are addressed in SOL USI.8.**

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

- a. describing how territorial expansion affected the political map of the United States, including but not limited to the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War;
- b. describing the causes, course of events, and effects of the War of 1812, **and** the role of Andrew Jackson ~~Move to VUS: , and the development of the Monroe Doctrine;~~ identifying geographic, economic, and religious motivations that influenced the movement of settlers; **The Monroe Doctrine should be removed because it is overly complex for this grade level and should be moved to 11th grade VUS History. It also doesn't really relate to westward migration other than establishing the U.S. as a leader in the Western Hemisphere.**
- c. analyzing the impact of westward expansion on Indigenous peoples, including but not limited to the Indian Removal policies, the Trail of Tears, Seminole Wars;
- d. explaining technological advancements and innovations on changing life in America, including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive; and
- e. explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women's suffrage reform movements.

The Civil War

USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by

- a. describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and was the catalyst for secession of southern states;
- b. describing the differences in the economies of the North and South, growth of agriculture and industry, and how those economies impacted the outcome of the war;
- c. understanding the leadership and impact of Abraham Lincoln during the Civil War;
- d. describing how individuals influenced the course of the Civil War, including but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumsah Sherman, Thomas “Stonewall” Jackson, and Frederick Douglass;
- e. describing strategic and geographic influences and major battles during the war, including but not limited to Lincoln’s Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address; and
- f. ~~analyzing-examining~~ **analyzing** the **effects of the war from various perspectives of Union and Confederate soldiers, experiences of Indigenous Peoples, European Americans, women,** and enslaved and free Blacks during the war including but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser. **This proposed revision restores language included in both the August and November drafts. It is both clearer and more immediately relevant. Students should learn about the various perspectives of Union and Confederate soldiers, and this formulation is much more specific than language about “European Americans.”**

Notes and Comments

- The lack of inquiry questions throughout this draft is extremely concerning. This was a strength of the original August draft, as well as the Collaborative Standard, and it could potentially be a point to highlight when comparing different drafts.
- It is important to remember that this is a survey course for middle school students. Yes, this content is important but there is only so much instructional time. There is far too much content for what can be reasonably taught in a given year.
- The verbs used throughout the U.S.I standards (“describing/explaining”) are notably lower in Bloom’s. Most should be revised to emphasize higher levels of analysis and increase depth of learning.

Grade 6: United States History: 1865 to the Present This course should not be assigned to a specific grade level.

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

Investigation is branded as a “foundation” for exploration of USII concepts, but educators are provided no inquiry questions to guide this “investigation”.

Skills

Skills USII The student will apply history and social science skills to the content by

- a. synthesizing evidence from sources, including but not limited to artifacts, primary/ secondary sources, charts, graphs, and diagrams to understand events in United States history;
- b. applying geographic skills to determine and predict patterns and trends of people, places or events;
- c. developing questions, ~~enhancing curiosity~~, and engaging in critical thinking and analysis;
- d. integrate evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
- e. comparing and contrasting people, places, events, historical, and political perspectives;
- f. determining and explaining cause and effect relationships;
- g. analyzing incentives and consequences of a specific choice using various decision making models, including but not limited to T-charts and Venn diagrams; and
- h. **engaging and communicating as civil and informed individuals with different perspectives;** and
- i. developing products that reflect an understanding of content.

Westward Expansion and its Impact on Indigenous Peoples

USII.1 The student will apply history and social science skills to examine westward expansion after the mid-19th century by

- a. explaining how technology allowed settlers to adapt to the physical features and climate of the West;
- b. identifying the motivations for westward **migration expansion**;
- c. examine the impact of policies, legislation, and treaties associated with growth of the nation; and
- d. explaining the effect that the growth of the United States had on Indigenous Peoples. *[sic.]* **Indigenous peoples**

Effects of Reconstruction

USII.2 The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by

- a. describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War;
- b. analyzing the goals and effects of the Reconstruction Amendments, the Freedmen's Bureau, and civil rights policies that changed the meaning of citizenship in the United States;
- c. describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass;
- d. describing the role of Congress and the Supreme Court in Reconstruction plans and

- policies, including but not limited to Lincoln’s Ten Percent Plan;
- e. describing the role and motivations of individuals who sought to gain from the reconstruction of the United States, including but not limited to the election of ~~former slaves~~ **formerly enslaved people** during the years right after the Civil War; **“Former slaves” should be replaced with “formerly enslaved people” or freedpeople because it is more appropriate nomenclature.**
- f. describing racial segregation, the rise of “Jim Crow” laws, Black Codes, and threats of violence, including but not limited to **the emergence of the Ku Klux Klan**, intimidation, lynchings, and armed conflicts faced by African Americans and other people during **and after post-Reconstruction**, and; **Edited for precision (violence started during Reconstruction) and to make clear the role of organized groups, including the KKK, in coordinating these efforts.**
- g. analyzing events and impacts of African American leaders in response to “Jim Crow,” including but not limited to 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, and the role of HBCUs; and
- h. explaining **the role of the Compromise of 1877 in overthrowing Reconstruction governments** ~~how the presidential election in 1876 ended Reconstruction.~~ **It is inaccurate to suggest that the presidential election of 1876 ended Reconstruction.**

Industrialization and Growth

USII.3 The student 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 natural resources, transportation, and industrial development from 1865;
- b. explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization;
- c. explaining the events, factors, and motivations for individuals and groups to migrate to the United States towards the end of the 19th century;
- d. examining the cause and effect relationship between rapid population growth and city government services and infrastructure;
- e. explaining how governmental actions, including but not limited to the Chinese Exclusion Act of 1882 perpetuated challenges for **immigrants workers; Immigrants is clearer in this context.**
- f. ~~explaining how various groups worked to alleviate the issues facing new immigrants, and how immigrants advocated for themselves;~~ **This substandard needs to be replaced with a standard addressing the labor movement. Perhaps add the following, “assessing the goals and outcomes of the labor movement, including, but not limited to the Knights of Labor, the American Federation of Labor, and the Haymarket Affair; and”**
- ~~g. describing the technological advances and the broader impact of the 1893 Chicago World's Fair on America’s rise as a world leader in innovation, business, and trade. The content of this substandard is not important for this age group. A more relevant substandard would be an examination of the actions and impact of the Progressive Movement, i.e. “evaluating the impact of the Progressive Movement and the response to the challenges created by the rapid transformation of the country after the Civil War.”~~

USII.4 The student will apply history and social science skills to explain the changing role of the United States from the late nineteenth century through World War I by

- a. explaining the legacy of Theodore Roosevelt, including but not limited to conservation contributions, progressivism, the building of the Panama Canal, and role in the SpanishAmerican War;

- b. explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine;
- c. examining the role of Woodrow Wilson in World War I and the reasons for the United States' reluctance and eventual involvement;
- d. examining the evolution of warfare tactics and technology, including but not limited to ~~calvary~~, air, submarine, chemical, trench warfare, and other technological advancements; *[sic.]* "cavalry"
- e. explaining how ~~the war~~ World War I was a catalyst for the United States gaining international power and expanded its sphere of international influence; and
- f. examining how post-war sanctions and the failure of the League of Nations set the stage for World War II.

USII.5 The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early twentieth century by

- a. explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, communication, and rural electrification changed American life and standard of living;
- b. examining how the rise of communism affected America, including but not limited to the first Red Scare;
- c. describing the reasons for and impact of the Great Migration;
- d. describing the events and leaders that lead to Prohibition, Women's Suffrage Movement, and the passage of the Nineteenth Amendment, including but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells Barnett, and Sojourner Truth;
- e. examining the art, literature, and music of the 1920s and 1930s, including but not limited to the Roaring Twenties and the Harlem Renaissance;
- f. analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans; and
- g. describing the major features ~~including pros and cons of~~ Franklin D. Roosevelt's New Deal. **This should be removed because it is biased and subjective. Teachers should discuss the pros and cons of every major government program, and to single out just the New Deal suggests an ideological agenda that is inappropriate and unprofessional for a standards document.**

The Second World War and America's Transformation

USII.6 The student will apply history and social science skills to understand the major causes, events, and effects of America's role in World War II by

- a. explaining the rise and spread of militarism, **fascism**, and totalitarianism internationally and the policy of appeasement towards Nazi Germany;
- b. explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
- c. locating and describing the major events and turning points of the war in Europe, including but not limited to ~~Battle of Normandy (D-Day), Battle of the Bulge, and Battle of Berlin;~~ **This content is important, but D-Day is the primary turning point. Also, historians refer to this as the "invasion of Normandy"**
- d. locating and describing the major events and turning points of the war in the Pacific, including but not limited to the Battle of Iwo Jima, Battle of Midway, and Battle of Okinawa;
- e. explaining and evaluating the role of key political and military leaders of the Allies and Axis powers, including but not limited to the United States, Germany, Japan, Soviet Union, Italy, and Great Britain;
- f. identifying the roles and sacrifices of American armed forces, including women, segregated units, and other notable heroics, including but not limited to the contributions of the Tuskegee Airmen, the 442nd

Regimental Combat Team, Women's Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford boys.

- g. evaluating the effect of the war on the home front, including but not limited to women in the workforce, American Prisoners of War, the incarceration of Japanese Americans, rationing, conservation, war bonds, and the GI Bill;
- h. examining the causes and consequences of the Holocaust, including but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws, persecution of Jews and other targeted groups, resistance efforts, the United States' response, and the Nuremberg Trials; and
- i. describing the events that led to the surrender of the Axis Powers and America's role in the Allied victory, including but not limited to the Manhattan Project and events that shaped post-war peace.

USII.7 The student will apply history and social science skills to understand the transformation of the United

States foreign policy between the end of World War II and leading into the new ~~millennia~~ by *[sic.]* "millenium"

- a. explaining how key decisions and agreements, including but not limited to the Atlantic Charter, formation of the United Nations, and NATO established international allies;
- b. describing the Marshall Plan's objectives for rebuilding Europe ~~and Japan~~, and the emergence of the United States and the Soviet Union as world powers; **This is inaccurate. The Marshall Plan did not impact Japan.**
- c. describing the differences between communism and a democratic nation, including but not limited to self-governance and economic philosophy;
- d. examining the role of the United States in ~~defending freedom~~ during the Cold War, including but not limited to the Berlin Airlift, Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall and the collapse of communism in Eastern Europe; and **This content is inaccurate given the complexity and controversy involving some of these events. A more appropriate and accurate way to phrase this would be "fighting the spread of communism."**
- e. ~~describing how the events of 9/11 (September 11, 2001) and the heroic sacrifice of Flight 93 passengers changed domestic policies and global perspectives on the War on Terror.~~ **This content needs to be moved to the section on Contemporary America. 9/11 was not part of the Cold War, and its inclusion here is anachronistic. We suggest instead that this section include a substandard on "evaluating the impact of the Vietnam War on American society."**

Contemporary America

USII.8 The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the twentieth and early twenty-first centuries by

- a. examining the contributions of key leaders and events during the Civil Rights Era, including but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, Selma, sit-ins, and boycotts;
- b. explaining the significance of **redlining and** urban renewal plans, including but not limited to Jackson Ward in Richmond and Vinegar Hill in Charlottesville; **The Virginia Commission on African American History Education recommended addressing the importance of segregation in the USII curriculum.**
- c. examining key events of the 1960s and 1970s, including but not limited to the Apollo Missions, landing on the moon, assassinations, the women's movement, creation of public sector labor unions, Watergate and Nixon's resignation, and the establishment of the Environmental Protection Act (EPA);
- d. describing the protections and provisions of the Americans with Disabilities Act (ADA);

- e. describing the similarities and differences between the objectives of the Women’s Movement of the early and mid-twentieth century;
- f. ~~describing expanded educational and economic opportunities for military veterans, women, and minorities;~~ **This is significant content, but it is already addressed in USII.6g.**
- g. ~~describing the impact of the “Baby Boom,” the change demographics of the United States Congress, and ending the military draft;~~ **This content is historically significant, but should be removed in order to make it possible for the standards to be taught within the available instructional time.**
- h. describing the challenges and advancements in science and technology; and
- i. describing the changes in American culture related to music, art, media, communication, and advancements in American ~~economies related to banking, business, and industry.~~ **This content should be removed because it is unnecessary and overly vague.**

In addition to discussion of 9/11 (moved from USII.7e), we recommend addressing the War on Terror, conflicts in Iraq and Afghanistan; the ambitions of Lyndon Johnson’s Great Society and the Reagan Revolution; and/or the role of NAFTA, the 2008 Financial Crisis, and the emergence of the internet and related technologies.

Notes and Comments

- With the new standards added/moved from USI, it will be a huge challenge to teach the content in any depth or with true understanding. Classes will return to memorization of facts and superficial understanding if teachers are expected to cover all this content in a single school year. This is not viable or realistic.
- There is still no mention of the labor movement and unionization.
- USII.1 is unusually broad considering the topic and what is specifically mentioned in other standards. At minimum, we suggest the inclusion of the Sand Creek Massacre, Chief Joseph, the Battle of Little Big Horn, and the Dawes Act.
- USII.5d contains far too many named individuals. This will lead to rote memorization and confusion. It is also not consistent with USII.5e which is overly broad and includes no specific names.
- USII.6a obviously needs to include “facism” in discussing the Second World War. This is a glaring omission that seems to be politically motivated for ideological purposes.
- USII.7d. barely gives a mention to the Korean and Vietnam Wars. Given the other specifics mentioned in this standard, there is a significant discrepancy in the importance given to these events. It seems that these standards only want to discuss popular wars in detail. This is disrespectful to those who served and sacrificed in Korea and Vietnam, and it reinforces the disregard and neglect that these veterans confront to this day.
- USII.8b Redlining is an essential topic to explore in order for students to understand how urban renewal continued to impose segregated housing in communities across the country -students need to make these connections from the New Deal Era policies to urban renewal and present day consequences related to public health, environmental effects and the lack of fair housing in urban communities.
- USII.8i refers to “advancements in American economies related to banking.” In addition to being vague and non-specific, this is unnecessary for a middle school survey course.
- USII.8.a rightly includes the March from Selma to Montgomery, but fails to mention the Voting Rights Act of 1965 that was the result of this movement. Similarly, Birmingham as the precursor to the Civil Rights Act of 1964.
- USII.8g exemplifies a key shortcoming of a section on Contemporary America that culminates in the 1960s. Glaring omissions include the Vietnam War, the Great Society social programs, the Wars in Iraq and Afghanistan, NAFTA, the War on Drugs, and Mass Incarceration. We suggest that you adopt the framework proposed for this section in the Collaborative Standards draft.

Grade 7: Civics and Economics This course should not be assigned to a specific grade level.

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

Skills

Skills CE The student will apply history and social science skills to the content by

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand civics and economics;
- b. applying geographic skills to determine and predict patterns and trends of people, places, or events;
- c. developing questions, ~~enhancing curiosity~~, and engaging in critical thinking and analysis; **This should be removed because it is not a measurable skill.**
- d. integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining and explaining cause and effect relationships;
- g. analyzing incentives and consequences of a specific choice using various decision making models, including but not limited to T-charts and Venn diagrams;
- h. engaging and communicating as civil and informed individuals with different perspectives; and
- i. developing products that reflect an understanding of research, content, and civics and economic concepts.

American Constitutional Government

CE.1 The student will apply history and social science skills to explain the foundations of the American constitutional democracy by

- a. explaining the fundamental principles of limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty;
- 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; **This content is unnecessary. It will be more impactful to describe the influence of the Charters than identifying the dates and memorizing what each individual charter did.**
- c. compare and contrast debates, compromises, and plans surrounding the drafting and ratification of the U.S. Constitution and the Bill of Rights;
- d. describing the purpose of the Constitution of the United States as stated in its Preamble;
- e. explaining the fundamental concepts of the U.S. government, including but not limited to ~~Creator~~ ~~endowed~~ unalienable rights, due process, equal justice under the law, equal

protection, elections and a representative government, limited government, right to private property, rule of law, Supremacy Clause, and separation of powers; and **This should be removed because it is inappropriate for standards to take a position regarding religion. This can be explored in the larger context of the language used in the Declaration of Independence in order to understand the perspective of its authors, but “rights” should not be presented as part of religious belief. This is a personal choice for students and their families and it should not appear as a statement in standards.**

- f. describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

CE.2 The student 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 legislative branch and the lawmaking process as explained in Article I of the U.S. Constitution;
- c. explaining the particular role and powers of the executive branch as explained in Article II of the U.S. Constitution;
- d. explaining the particular role and powers of the judicial branch as explained in Article III of the U.S. Constitution; and
- e. explaining the principle of separation of powers and the operation of checks and balances.

CE.3 The student will apply history and social science skills to 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 state lawmaking process;
- c. describing the roles and powers of the executive branch and regulatory boards as they affect states; and
- d. explaining the relationship between state governments and the national government in the federal system, ~~referencing Federalist #10 and #51;~~ and **This is certainly significant content, but is developmentally inappropriate for a middle school survey course. The Federalist Papers are written at an advanced level far beyond the comprehension of many 7th and 8th grade students. This content is better suited for 12th grade VA/U.S. Government.**
- e. explaining the principle of separation of powers and the operation of checks and balances.

CE.4 The student 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. describing how state, national, and international issues and events impact local decision making; and
- c. comparing and contrasting powers and responsibilities of local, state, federal, and tribal governments, including but not limited to citizen engagement, how each is financed, and how they work together and independently.

CE.5 The student 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, including but not limited to jurisdiction and judicial review;
- 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, including but not limited to Marbury v. Madison.

Citizenship and Civic Life

- CE.6 The student will apply history and social science skills to 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. examining how civic participation can address community needs and serve the public good, including the importance of volunteering, participating in political campaigns, staying informed about current issues, and respecting differing opinions in a diverse society;
 - d. ~~examining the process and importance of immigration policies at different points in U.S. history;~~ and **This should be removed because this is not a history course. The most prominent policies are already included in U.S. History II and VA/U.S. History.**
 - e. reviewing the criteria and exam for naturalizing U.S. citizens.

- CE.7 The student will apply history and social science skills to describe the character traits that exhibit effective and respectful participation in civic life, including but not limited to civility; trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, ~~enlisting in the military~~, self-reliance; hard work; respect for the law; patriotism; and service in one's community. **This should be removed because "Enlisting in the military" is not a character trait like the rest of the list. This could be included as one of the many examples of community and national service.**

The Political Process

- CE.8 The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by
- a. describing the origins, history and 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. 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 The student will apply history and social science skills to explain the role of the media and social media and the influence on local, state, and national levels of government by
- a. explaining the role of the press in reporting events;
 - b. describing the effect biased reporting can have on public opinion;
 - c. explaining that individuals play in the political policy making process by expressing their opinions formally or informally via print, electronically, or in-person; and **Syntax error - this should state "individuals play 'a role' in the political policy making process..."**
 - d. evaluating the effect of social media on political campaigns, politics, and civic discourse.

- CE.10 The students will apply history and social science skills to 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, selective service;

- b. evaluating voting dates and processes in Virginia; and
- c. explaining voter eligibility and requirements for registration.

Economic Decisions

CE.11 The student 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 economic choices, and understanding that all choices have an opportunity cost;
- b. explaining the importance of innovation and productivity including the freedom to choose occupations, the role of technology and talent development; 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 individuals' lives.

CE.12 The student will apply history and social science skills to describe the United States economy by

- a. evaluating the shared fundamental principles and connection of free enterprise and democracy;
- b. describing the critical components of the United States economy such as government regulation, private property, capital investment, markets, consumer sovereignty, and competition;
- c. explaining the effect of supply and demand in a market economy on consumer prices and the concept of inflation;
- d. describing the types of business organizations, including but not limited to for and not for profit, private, partnerships, and publicly traded corporations, and the role of entrepreneurship;
- e. explaining the role of consumers, producers, and the government interactions on the economy;
- f. explaining how financial institutions are critical to creating capital to fuel economic growth for individuals and the larger economy; 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 The student 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 **This should be removed because it is inaccurate. The only economic policy addressed in the original Constitution by the Founders is interstate commerce.**

- a. examining the effect of competition in the marketplace;
- b. explaining how and why government provides certain public 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 and labor, and competition and monopolies in the marketplace.

- CE.14 The student 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), work habits, and education and the changing supply of and demand for them in the economy;
 - d. examining the effect of technological change and globalization 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, including but not limited to evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees;
 - g. describing the importance of equal opportunities for access to education and training; and
 - h. researching jobs and careers in the public and private sector and understanding the pathways to various careers.

Notes and Comments

- The November and January drafts do not make sweeping changes to the content of 2015 SOLs. The main difference is the organization of the standards which presents a number of flaws in the progression of content. Key concepts like Citizenship, Duties and Responsibilities, 1st Amendment, should be taught before the three branches of government in order to teach this curriculum in a more thoughtful manner. The standards must reflect this natural progression.
- This draft eliminates the distinction between duties and responsibilities. These are separate and should be discussed as such so students can be informed, active, and engaged citizens.
- Many would argue that SOL CE.9 is the most important standard in the Civics curriculum. The Collaborative draft includes substandards that challenge students to think critically about bias and reporting. We strongly encourage the inclusion of standard .10d and .10e from the Collaborative Standards:
- *.10d - identifying the source of a piece of media and considering possible motivations or biases of its creator; and*
- *.10e - evaluating multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies*
- CE.12d should also include “small businesses”

Grade 8: World Geography This course should not be assigned to a specific grade level.

The focus of this course is the study of the world's people, places, and environments, ~~with an emphasis on world regions~~. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between people 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. **This should be removed in order to examine the world more broadly.**

Skills -

Skills WG The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by **The skills presented in these SOLs are generalized social studies skills that de-emphasize the concepts, skills and tools of geography. These skills need to be modified to reflect traditional and modern geographic thinking. Maps, geospatial technologies, and aerial imagery are important tools of geography that students need to be exposed to. Using more action verbs in the skills will make them easier to identify, measure, and assess. See suggestions to the .1 skills a-j below:**

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, ~~and~~ diagrams, **maps, geospatial technologies, and aerial imagery** to ~~understand the regions of the world~~ **obtain information about the world's regions, counties, cities, and environments**
The skills as written reflect the skills of a historian and need to apply to geography.
- b. applying geographic skills to ~~determine~~ **identify** and predict patterns, **trends, and characteristics** ~~movement~~ of people, places, **regions**, or events;
- c. developing questions, ~~enhancing curiosity~~, and engaging in critical thinking and analysis;
- d. investigating and analyzing evidence from multiple sources to construct arguments;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining ~~and explaining~~ cause and effect relationships **to analyze connections between past and present to explain the interaction between people and their environments.**
This is recommended to clearly explain how students can use cause and effect relationships in geography
- g. using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as civil and informed individuals with different perspectives;
- i. developing products that reflect an understanding of research, content, and world geography concepts; and
- j. contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine **and explain** patterns and trends ~~to understand~~ about the world.
This is a good standard. We believe adding explain and removing understand will better guide and support student learning.

Introduction to Geography

WG.1 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; and
- d. explaining how cartography is used to reflect regional perspectives, point of view, and perceptions of an area and the creation of mental maps.

Resources and the Environment

WG.2 The student will apply ~~history~~ and social science skills to evaluate the significance of natural, human, and capital resources by **It is recommended that the standards remove “history” and replace it with “geography” because this is a geography course and not a history course.**

- 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.

Classifying and Identifying Regions

Standards WG.3 - WG.11 include the the same substandards for each region. This redundancy of content is unnecessary. The same content could be covered through the other standards, especially WG.1, WG.14, WG.16. without maintaining sub-standards for each region.

~~WG.3—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 globe;
- b. describing major physical and environmental features and how geography may change over time;
- e. ~~recognizing~~ cultural influences and landscapes; and explaining important economic characteristics including the distribution of economic activities and global trade. **This should be changed to “analyzing” to support more rigorous instruction.**

~~WG.4—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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- e. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.5—The students 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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- e. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.6—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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- e. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.7—The student will analyze the characteristics of the Sub-Saharan African region by~~
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- a. ~~identifying and analyzing the location of major geographic regions and major cities on maps and globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- c. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.8 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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- c. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.9 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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- c. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.10 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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- c. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~WG.11 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 globe;~~
- b. ~~describing major physical and environmental features and how geography may change over time;~~
- c. ~~recognizing cultural influences and landscapes; and~~
- d. ~~explaining important economic characteristics including the distribution of economic activities and global trade.~~

~~The content in WG.4- WG.11 is redundant and should be removed. It is unnecessary to make each region its own standard. Substandards a-d for each region in SOL WG.3 - WG.11 are exactly the same, and the content found in the substandards already exists explicitly or implicitly in the other standards. Perhaps the content that is in standards WG.3-WG.11 could be added into the curriculum framework and a narrative could be added to WG.1 to include the names of regions of focus.~~

Population and Migration

WG.12 The student will apply ~~history~~ and social science skills to understand the distribution, growth rates, and characteristics of human population by ~~Remove “history and replace with “geography” because this is a geography course and not a history course.~~

- a. examining the relationship between demographic data to determine the level of economic development;
- b. distinguishing between developed and developing countries; and
- c. ~~comparing and contrasting the level of economic development to the standard of living, quality of life, form of government, and personal freedom and economic opportunity~~ **Substandard (c) is out of place with**

the anchor standard being about human population. This should be attached to a larger unit about economic development.

WG.13 The student will apply ~~history~~ and social science skills to understand population and migration by ~~Remove “history and replace with “geography” because this is a geography course and not a history course.~~

- a. explaining how data is used to describe and compare populations; and
Substandard (a) is too ambiguous.
- b. analyzing the causes, impacts, and responses related to migration This standard needs to add “at the local, regional, national, and global scales”

Culture

WG.14 The student will apply ~~history~~ and social science skills to determine cultural patterns and interactions across time and place by ~~Remove “history and replace with “geography” because this is a geography course and not a history course.~~

- a. identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes and;
- b. explaining the intellectual exchanges among cultures, including but not limited to the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

WG.15 The student will apply ~~history~~ and social science skills to analyze the patterns of rural and urban migration and development by ~~This should be removed and replaced with “geography” because this is a geography course and not a history course.~~

- a. applying the concepts of site and situation to major cities in each region; and
- b. explaining how the functions of towns and cities have changed over time. ~~With a focus on economic geography, globalization, migration, and more, these two standards brush off larger local, national, and global processes of urbanization and the connection to sustainability, regional economic development, as well as learning about the benefits and challenges of urban locations.~~

Globalization

WG.16 The student will apply history and social science skills to understand the impact of the growing interdependence of the world by

- a. examining factors that influence the distribution of economic activities and trade; and
- b. analyzing global trade and communication networks.

Political Geography

WG.17 The student will apply ~~history~~ and social science skills to analyze strategic geographic features and resources ~~This should be removed and replaced with “geography” because this is a geography course and not a history course.~~

- a. identifying and describe examples of disputed borders and explain the reasons for the dispute;
- b. describing and explaining examples of the different types of conflicts that may ~~erupt~~ This should be removed and replaced with “occur”
- c. between and among ~~nations~~ states; and In the discipline of geography a **nation** is a group of people with common cultural characteristics, whereas a **state** is an area with defined boundaries that has sovereignty within its borders. A **nation-state** is a country whose political boundaries correspond with its cultural boundaries.

- d. analyzing the types of conflicts and cooperation that can occur over the use of ~~rivers and bodies of water~~.
 This should be replaced with “geographic features and resources” given that conflicts occur over more than just rivers and bodies or water.

Notes and Comments

- There is some content that is in the “Collaborative Standards” that is missing from this January Draft and could still be included in the Curriculum Framework. However, it is better practice to have the content and inquiry supports woven into the standards in order to support the 5 Cs and help students make authentic connections to the content. For example,
 - The essential questions could be included in the curriculum guide, but I would rather have them with the standards to support inquiry.
 - The rationale explaining the power of geography sells the discipline short and diminishes its relevance. We recommend reviewing the second paragraph in our proposed combined December draft. It provides a good preface to the why of learning geography. “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 the 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, geospatial data (GIS) are essential tools of geography”
 - The substandards for the regions are low level thinking and are more suitable in a curriculum framework as formative ideas that build to the conceptual thinking we want students to do.
- We recommend that the Board of Education reframe the geography standards and weave the standards around the following themes of *Resources and the Environment, Population and Migration, Culture, Globalization, and Political Geography*. This will provide teachers and students with the permission and flexibility to teach geography at a variety of scales (local, regional, national, global), and to seamlessly apply concepts of this course to their own lives, communities, and regions. These connections may include, but are not limited to local historic sites, public service facilities, and recreation sites.
- As stated in the above standards, it is redundant and unnecessary to make each region its own standard. Substandards a-d for each region in SOL WG.3 - WG.11 are exactly the same, and the content found in the substandards already exists explicitly or implicitly in the other standards. Perhaps the content that is in standards WG.3-WG.11 could be added into the curriculum framework and a narrative could be added to WG.1 to include the names of regions of focus. This was a significant aspect of conversation in the development of the August draft. We did not want to name the regions because we wanted to allow flexibility to districts in how they organize the regions and how they write them into the local curriculum.
- We also recommend that the VDOE create a supplemental resource guide for different regions with a crosswalk to examples, case studies, and resources as they connect to the overall thematic standards of *Resources and the Environment, Population and Migration, Culture, Globalization and Political Geography*.
- It is our position that world geography is best taught thematically with regional case studies.
- The skills presented in these SOLs are generalized social studies skills that de-emphasize the concepts, skills, and tools of geography. They need to be modified to reflect traditional and modern geographic thinking. Maps, geospatial technologies, and aerial imagery are important tools of geography and need to be included. Additionally, the phrase understand is ambiguous and passive.
- We recommend using more action verbs that are easier to identify, measure, and assess.
- The bulk of the standards that rely upon lower-level processing skills like *identifying* and *describing*. On their own, these verbs are powerful steps for students to better understand the world they live in. However, the amount and bulkiness, particularly of the regional standards, will inhibit students from asking and exploring deeper questions across thematic concepts.
- WG.12 - We recommend reworking this standard to provide authentic critical thinking opportunities. As written, these standards will not help students better understand population growth, population decline,

questions of overpopulation, carrying capacity, and dependency ratio.

- An essential skill and concept in geography is scalability. Much of these standards focus on countries or regions, and this is a missed opportunity for scaling standards to local and subnational levels. Ignoring the concept of scale denies a powerful and meaningful expected outcome that students can make connections within their own local communities to global processes and patterns.
- WG.14b - This substandard is static and is not reflected in the rest of the standards. Questions over diffusion, acculturation, modern popular culture vs. local identity is missing. This will deny students opportunities to better understand real-world cultural processes and the unification and division culture can create within people and across populations.
- One component that is concerning from an instructional standpoint is the breakup of economic standards within the larger curriculum. Economics appears to be a core theme, and it is an important one, that is certainly connected to and embedded within almost all aspects of geography. However, not having a clear set of economic standards will limit the overall outcomes and connection students will be able to make.
- It is unclear why the standards consistently use the phrase, “history and social science skills.” To truly be a set of geographic standards they need to use the phrase “geography and social science skills,” This will elevate and emphasize the importance of spatial reasoning and geo-literacy. These skills were mentioned in the introduction, but are not reflected within the standard stems.
- The five themes of geography should be included in the front matter and within the WG standards. They have been included in each set of standards since 2008. Please include them.

~~Grade 9~~ This course should not be assigned to a specific grade level.: **World History and Geography to 1500 c.e.**

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 c.e. ~~in terms of the impact on Western civilization.~~ **This is a course on world history and not Western Civilization. Students need to be introduced to a range of cultural traditions from across the globe without any unnecessary emphasis on Eurocentric perspectives. The study of history rests on knowledge of dates, names, places, events, and ideas. This needs to be removed because it is inaccurate. A scholarly consensus backed up with considerable data suggests otherwise. Further, a broad assertion that history rests on the knowledge of dates, names, places, and events has no direct relevance to 9th Grade World History and Geography.** . Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

Skills WHI The student will apply history and social science skills to the content by

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams events in world history;
- b. applying geographic skills to determine and predict patterns and trends of people, places, or events;
- c. ~~questioning to construct arguments using evidence from multiple sources;~~ **This should be rephrased to state “asking questions to investigate multiple sources from different points of view;”**
- d. ~~investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;~~ **It seems that asking questions/investigating and analyzing evidence are the key aspects that distinguish these two confusingly-worded statements.**
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections;
- g. using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as civil and informed individuals with different perspectives;
- i. developing products that reflect an understanding of research and content; and
- j. contextualizing and corroborating sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

Paleolithic Era into the Agricultural Revolution Neolithic Era

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

- a. describing the archaeological evidence of the first humans and their geographic locations; **[sic.] singular human vs. their societies**
- b. explaining the effect that geography had on the emergence and migration of hunter gatherer societies; **Minor correction for sentence flow.**
- c. describing characteristics of hunter-gatherer societies, including their use of tools and fire;
- d. analyzing how technological and social developments gave rise to sedentary settlements; and
- e. analyzing how archaeological discoveries change current understanding of early societies.

Social, Cultural, Political, and Economic Development of Early Societies

WHI.2 The student will apply history and social science skills to describe early societies in the Fertile Crescent

- a. locating and explaining the development of Egypt and Nubia;
- b. locating and explaining the development of Mesopotamia;
- c. describing the development of the Israelites as well as the origins, beliefs, traditions, customs, persecution and spread of Judaism; and
- d. describing the development of the Phoenicians.

WHI.3 The 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 the social, cultural, political, and economic characteristics that define the societies of the Indian subcontinent, including but not limited to contributions and the concepts of **Varna** and **Jati**; **These terms should be capitalized**
- c. describing the origins, beliefs, customs, and spread of Hinduism;
- d. describing the origins, beliefs, customs, and spread of Buddhism;
- e. describing social, cultural, political, and economic development of ancient China; and
- f. describing the impact of Confucianism, Taoism, and Legalism.

WHI.4 The student will apply history and social science skills to understand Persia and Greece by

- a. describing the major geographic features of the region and analyzing the effect that geography had on its development;
- b. describing the social, cultural, political, and economic aspects of ancient Persia;
- c. describing the social, cultural, political, and economic development of Greece, including but not limited to the significance of Athens and Sparta, the development of citizenship, and the different forms of 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, including but not limited to science, art, architecture, philosophy, and mathematics in the present day.

WHI.5 The student will apply history and social science skills to understand Rome and the Byzantine Empire by

- a. describing the influence of geography on Rome's development and the factors that threatened territorial cohesion;
- b. comparing and contrasting the political, social and religious structure ~~and development~~ of the Roman Republic ~~under Julius Caesar~~ and the Roman Empire under Augustus Caesar; **A narrow focus on the Roman Republic under Caesar is misleading and unnecessarily specific.**
- c. describing the social, cultural, political, and economic development of the Byzantine Empire, including but not limited to the establishment of Constantinople, and the eventual division of the Roman Empire;
- d. describing the origins, beliefs, customs, and spread of Christianity, including ~~the persecution and eventual adoption and transmission of Christianity~~ **This portion of the standard should be removed as these are covered in the previous portion of the statement with regard to the "spread of Christianity."** ~~New Testament~~ **This portion of the standard can be removed as it is related directly through "origins, beliefs, customs..."**, differences between the Eastern and Western churches, ~~and the influence of Christianity~~

throughout Europe, Middle Asia, the Middle East, and North Africa This portion of the standard should be removed as redundant, as it can be covered within “the spread of Christianity.”; and

- e. explaining the influence of Rome, including but not limited to citizenship, ~~the existence of slavery~~ This portion of content should be removed as it is misleading. Forms of slavery existed in the majority of empires and civilizations covered in these standards but are not specified in this document in each of them. This can lead to a crucial misunderstanding of slavery across cultures. ~~rights under Roman law~~ This can be removed as “citizenship” in this standard can address the rights of citizens., Roman art, architecture, engineering, philosophy.

WHI.6 The student will apply history and social science skills to understand Islamic societies by

- a. identifying the physical features and describing the relationship between climate, land and surrounding bodies and water, and nomadic and sedentary ways of life of the Arabian peninsula;
- b. describing the origins, beliefs, traditions, customs, persecution and spread of Islam;
- 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 territory under Muslim ~~rule~~ This word should be removed and replaced with a less leading word. “Rule” implies force and reaffirms Islamic tropes of harm—as it is not used with any other religious movement in the standards. ~~through military conquests and~~ This portion of the standard should be removed as it can embolden an unnecessary and harmful narrative of violence concerning Islam—which is not only contrary to the meaning of the name Islam (Peace), but this narrative is also not framed around any other religion in the WHI standards. treaties, and the spread of Islam and Arabic language among people in these territories, and the cultural and religious acceptance of Islam and the Arabic language; and
- e. describing the growth of cities and the role of merchants in Muslim society, the expansion of trade routes in Asia, Africa, Europe, and the Indian Ocean, and identifying the products and inventions that traveled along these routes, including spices, textiles, paper, steel, new crops.

The Middle Ages

WHI.7 The student will apply history and social science skills to understand the civilizations ~~The use of “civilizations” is confusing and creates a disjointed China which is disconnected from itself. The “s” should be removed.~~ 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, 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.8 The student will apply history and social science skills to describe the ~~sub-Saharan~~ civilizations of Ghana and Mali in Medieval Africa by ~~While geographically accurate, this term should be removed as it is unnecessary and can lead teachers and students to the undesired implications of Ghana and Mali being perceived as “special cases” or exceptions within this region.~~

- a. describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, ~~and enslaved people~~; and the growth of the Ghana and Mali empires; **This wording must be removed. The wording relates human beings to inanimate objects.**
- b. analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa;
- c. describing the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islam;
- d. tracing the growth of the Arabic language in government, trade, and Islam; and
- e. describing the importance of written and oral traditions in the transmission of African history and culture.

WHI.9 The student will apply history and social science skills to understand 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; **This wording should be replaced and reworked. It can imply a lack of originality in Japanese culture and lead to an incorrect understanding of Japan as simply a consequence of Chinese and/or Korean proximity.**
- 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. examining 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.10 The student will apply history and social science skills to understand the civilizations of Medieval Europe by

- a. describing the geography of the European ~~and the Eurasian~~ landmass including location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe; **This wording must be changed as it conflates and combines Europe and Asia while allowing the term "European" to stand alone. Give directional descriptions to the Asian continent without limiting it to the scope of European influence.**
- 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; and
- c. explaining the development and role of feudalism in the medieval European economy, and the role of the manor as the center of feudal relationships at the foundation of the political order; and
- d. describing the growth of towns and trade as Europe emerged from feudalism. **The plague should not have been deleted from earlier drafts. The substandard should begin by stating, "describing the impact of the bubonic plague, as well as the growth of towns..."**

WHI.11 The student will apply history and social science skills to analyze the conflict and cooperation between the Papacy and European monarchs by

- a. explaining the significance of developments in medieval English legal and constitutional practices, including but not limited to the Magna Carta, parliament, development of habeas corpus, an independent judiciary in England;
- b. analyzing the reasons for the Great Schism in 1054;

- c. tracing the causes and course of the Crusades, and the effects on the Christian, Muslim, and Jewish populations in Europe and territorial claims;
- d. describing the history of the decline of Muslim ~~rule~~ in the Iberian Peninsula that resulted in the expansion of Christian rule and the rise of Spanish and Portuguese kingdoms; and **This word should be removed and replaced with “influence.” “Rule” implies force and reaffirms Islamic tropes of harm—as it is not used with any other religious movement in the standards.**
- e. explaining the importance of the Catholic church as a political and intellectual institution, and its effects on education, religious orders, preservation of languages and texts, and philosophy.

WHI.12 The student will apply history and social science skills to understand ~~the~~ Meso-American and Andean civilizations

- 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. explaining how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish;
- c. describing the artistic and oral traditions and architecture in the three civilizations;
- d. 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; and
- e. examining the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, ~~and slavery~~ **The inclusion of slavery here must be removed, as it is misleading and will likely confuse some students. Forms of slavery in the Americas and across the ancient Mediterranean can be included in substandards about the distinctiveness of the peculiar institution of slavery within the context of the United States.**

Leading to the Renaissance

WHI.13 The student will apply history and social science skills to understand the factors contributing to the European Renaissance

- a. determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance;
- b. ~~understanding sequencing events~~ **This should be removed because “sequencing events” is a strange and weak substandard. This would be an activity within the standard—not its own outcome.** ~~related to~~ the rise of Italian city-states and their political development including Machiavelli’s theory of governing; and
- c. analyzing the contributions of artists and philosophers of the Italian Renaissance including Leonardo da Vinci, Michelangelo, and Petrarch.

Notes and Comments for World History I

- The organization of the standards does not flow with a general consistency or coherent flow of information in content and chronology.
- There are no overarching questions which help students to grasp the core concept(s) and provide a base for transfer and ongoing learning.
- With regard to the stated “skills” the cognition verb in the opening standard is to simply “apply” as opposed to demonstrate. How is “apply” defined for measurement? There is no mention of synthesis or evaluation. The skills are basic skills and several are not explicitly informed by historical thinking.
- WHI.4 - a. The wording for these standards is basic and lacks depth-especially with regard to Persia; e. “Hellenistic” is not specific enough to ensure that students understand the development of Hellenism, its purpose and spread. Students should understand Hellenism as the movement which spread Hellenistic culture.
- WHI.7 - Not necessary to crunch China with the Middle Ages in the main standard. The Middle Ages were not a “civilization”.
- WHI.8 - The standard does not cover one of the greatest three west African empires (Songhai). The addition of “Sub-Saharan” is unnecessary; a. Awkward wording with regard to enslaved people being grouped with inanimate objects.
- WHI.11 - This standard emphasizes conflict between religious and secular institutions which can be covered in other standards without singling out a specific religious leader in conflict; a. The Magna Carta and Parliament are strangely placed in an ancient world chronology before Meso-America.
- WHI.13 - standards are lacking in overall historical precision and do not include important actors such as women or people of color.
- The issue to be most wary of here is the convergence of the European Renaissance as the single driver of changes that will shape the material covered in World History II. This would provide a false narrative of Western Civilization vs. actual World History.

Grade 10: World History and Geography: 1500 c.e. to the Present

These standards enable students to examine history and geography from 1500 c.e. to the present, with emphasis on development of the modern world. ~~The study of history rests on knowledge of dates, names, places, events, and ideas.~~ ~~This needs to be removed because it is unnecessary and inaccurate. There is little to no academic support for the premise that history rests on the knowledge of dates, names, places, and events.~~ Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

Skills WHII The student will apply history and social science skills to the content by

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams in events in world history;
- b. applying geographic skills to determine and predict patterns and trends of people, places, or events;
- c. questioning to construct arguments using evidence from multiple sources;
- d. investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections;
- g. using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as informed individuals with different perspectives;
- i. developing products that reflect an understanding of research and content to make real life connections; and
- j. contextualizing and corroborating sources for credibility, propaganda, and bias to determine patterns and trends to understand the modern world.

Emergence of a Global Age

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

- a. locating major states and empires;
- b. describing the beliefs, sacred writings, traditions, customs, and growth of major religions, including but not limited to Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism; and
- c. analyzing major trade patterns, regional and global interactions, cultural exchanges, technological and scientific exchanges.

WHII.2 The student will apply history and social science skills to analyze the Renaissance and Protestant 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, and the role of the printing press in disseminating these changes; and
- c. describing the effect of religious conflicts on society and government actions, including but not limited to the Inquisition and the Catholic Reformation.

WHII.3 The student will apply history and social science skills to describe European exploration 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 **Content addressing chattel slavery and the Transatlantic slave trade should not have been deleted from earlier drafts. This standard should be rephrased as “comparing and contrasting the social, political, economic and cultural effects of European colonization, including the Transatlantic slave trade and the development of race-based chattel slavery, and...”**
- c. analyzing how competition for colonies ~~among Britain, France, and Spain~~ changed the economic system of Europe. **This needs to be removed because this list minimizes the role played by the Dutch and Portuguese as well as other actors involved in colonization. This standard should also restore language about the Columbian Exchange cut from earlier drafts and Standards.**

Age of Revolutions

WHII.4 The student 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.) to about 1800 (C.E.) by

- a. describing the series of wars in Europe, including but not limited to the French Wars of Religion, the Thirty Years War, ~~the German Peasants’ War, the Tudor Rebellions, and the Dutch Revolt;~~ **This content has historical significance but should be cut in order to make it possible for the standards to be taught within the available instructional time.**
- b. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world, **exposing students to the ideas of** ~~including but not limited to~~ Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, and Voltaire; **All of these thinkers are important, but it will create an unnecessary hurdle to demand that students be able to define and describe each individual. Emphasis should be placed on understanding the Scientific Revolution and the Enlightenment.**
- c. ~~analyzing Enlightenment themes and how they influenced the political foundations of Virginia and the United States;~~ **This content is redundant (see WHII.4b) and unnecessary because this substandard is more appropriate in VA/U.S. History.**
- d. describing the Age of Absolutism with emphasis on the development of France and Louis XIV and the Hapsburg empire and Charles V;
- e. describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;
- f. explaining the influence of the **Enlightenment on the causes and effects of the American,** ~~on the causes and effects of the~~ French, Haitian, and Latin American Revolutions; and **This substandard should address the influence of the Enlightenment, as well as the Haitian Revolution. Enlightenment played an important role in the revolutions throughout the Americas. Students would benefit from a more global standard that addresses the leaders and outcomes of Latin American Revolutions that also lists Toussaint Louverture, Simon Bolivar, and Miguel Hidalgo. These adjustments would provide a narrative less dependent on “Western Civilization” alone.**
- g. assessing the effect of Napoleon and the Congress of Vienna on political power in Europe.

Global Interactions

WHII.5 The student will apply history and social science skills to understand Asia from approximately 1500 C.E. to approximately 1800 C.E. by

- a. describing the location and development of previously established trade routes, the economic success, the influence of religion, and the factors contributing to the longevity of the Ottoman Empire's influence and power;
- b. describing the location and development of northern and southern empires in India, including but not limited to the major trading posts, the growth of Sikhism challenging the Mughal Empire, and cultural developments;
- c. describing the location, origins, and development of China, including but not limited to the expansion, development, and social and cultural patterns within the Ming and Qing (Manchu) dynasties; and
- d. describing the location, origins, and development of Japan, including but not limited to the incentives and consequences of the Tokugawa shogunate's closed country policy, the roles of important figures in Japanese society such as the Emperor and the Shogun, and the importance of religion in Japanese society.

WHII.6 The student will apply history and social science skills to understand sub-Saharan Africa from approximately 1500 C.E. to approximately 1800 C.E. by

- a. describing the location and development of Eastern and Western Africa;
- b. explaining the influence of Askia Muhammad in the region;
- c. analyzing the role of religion in Eastern and Western Africa, including Islam in Songhai, Coptic Christianity in Ethiopia, and Animism in the Songhai and Asante (Ashanti) Empires;
- d. analyzing the role of **European, North and South American, and African merchants and political leaders** ~~the Ashanti and other powerful Western African Empires~~ in the Transatlantic Slave Trade; **With the previous reference to the Transatlantic slave trade deleted from WHII.3, this formulation is misleading and suggests that African empires are solely responsible for enslavement. This is a false narrative often associated with politically motivated efforts to rewrite portions of difficult history.**
- e. examining the Swahili trade network and its impacts on Eastern Africa;
- f. comparing and contrasting the development of Central and Southern Africa, including but not limited to the political systems of the Songhai, Asante (Ashanti), Kongo, and Zulu empires;
- g. ~~analyzing the adoption of African Christianity in Kongo and compare it to the practice of Indigenous religions in the Zulu Empire;~~ **This content has historical significance but should be removed in order to make it possible for the standards to be taught within the available instructional time** and
- h. identifying trading partners, resources and products exchanged with major Central and Southern African empires.

WHII.7 The student will apply history and social science skills to analyze the global impact of ~~changes in European nations~~ **This should be removed and replaced with "colonial and economic interactions."** **This proposed change restores language deleted from earlier drafts.** between 1800 and 1900 by

- a. explaining the roles of resources, capital, **labor**, and entrepreneurship in developing an industrial economy;
- b. ~~explaining the effects of decolonization and other methods of gaining independence;~~ **This standard doesn't align with this standard's time period. Most of decolonization and independence is covered in WHII.11.b**
- c. analyzing the effects of the First and Second Industrial Revolution, **The following should be added to this substandard: "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;” This revision restores language included in the previous draft that was subsequently deleted.

- d. evaluating responses to imperialism, including but not limited to Sepoy Mutiny and Boxer Rebellion;
- e. ~~explaining the events related to the unification of Italy and the role of Italian nationalism;~~ and
We recommend combining WHII.7e & f to read:

explaining the influence of the rise of nationalism on, but not limited to the unification of Italy, Germany, and Meiji restoration.

- ~~f. explaining the events related to the unification of Germany and the role of Bismarck.~~

We recommend reinstating standard WHII.9e from the 2015 standards that reads: analyzing the relationship between industrialization, imperialism, and nationalism. This is an important standard to allow students to practice the SOL WHII skill “determining cause and effect to analyze connections.”

Era of Global Wars

WHII.8 The student will apply history and social science skills to understand World War I by

- a. explaining economic and political causes and identifying major events and leaders of the war, including but not limited to the assassination of Archduke Franz Ferdinand, Georges Clemenceau, John J. Pershing, Kaiser Friedrich Wilhelm II, and Woodrow Wilson;
- b. identifying the changes to modern warfare used in battles along the Eastern and Western fronts;
- c. ~~describing major battles, including but not limited to Gallipoli, Marne, Meuse-Argonne, Somme, and Verdun;~~ *Insisting that students learn about multiple battles in a survey course of this nature creates a challenge for teachers with regard to time constraints for social studies instruction. This list can be deleted as any discussion of the Eastern and Western fronts (see WHII.8b) will likely include battles. At the very least it needs to be reduced or reformulated so as to emphasizing introducing (but not describing) major battles*
- d. analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, and the mandate system;
- e. identifying the causes and consequences of the Russian Revolution;
- f. explaining the causes and effects of worldwide depression in the 1930s; and
- g. examining the rise of totalitarianism *This substandard should include “and fascism.” Fascism must be included here as a primary cause of the Second World War.*

WHII.9 The student will apply history and social science skills to understand World War II by

- a. explaining economic and political causes and identifying major events and leaders of the war, including but not limited to Winston Churchill, Dwight Eisenhower, Adolf Hitler, Michinomiya Hirohito, Douglas MacArthur, Franklin D. Roosevelt, Harry Truman, and Admiral Chester Nimitz;
- b. describing the major battles, including but not limited to ~~Leningrad~~. Midway, Normandy, Okinawa, and Stalingrad; *This list should include the Dunkirk Evacuation, the French Resistance, and the Normandy invasion and should be identified as “D-Day”.*
- c. identifying the role of technology on the war, ~~including but not limited to cavity magnetron, naval power, radar, computers, the Electronic Numerical Integrator and Computer (ENIAC), antibiotics, and the atomic bomb;~~ *This content has historical significance but should be revised to emphasize “introducing students to” to clarify that that the goal is not memorization and in order to make it possible for the standards to be taught within the available instructional time.*
- d. describing key causes, events, and impact of the Holocaust including antisemitism, the rise of the Nazi Party, Kristallnacht, the establishment of ghettos, concentration and death camps, mobile killing squads,

- rescue, Jewish resistance, and liberation; **This standard should also include Jewish survival as a part of the overall narrative in order to emphasize that some survived and persisted in spite of attempted genocide.**
- e. examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, the creation of international cooperative organizations, the Universal Declaration of Human Rights (1948), and the creation ~~and defense~~ of the modern State of Israel; and **This content has historical significance but should be removed in order to make it possible for the standards to be taught within the available instructional time.**
 - f. ~~describing the heroic aspects, including but not limited to D-Day, French Resistance, Dunkirk Evacuation, covert action, and Operation Jeddburgh.~~ **Several of these events are redundant and this language can easily be folded into other substandards such as WHII.9b. See suggestions above.**

WHII.10 The student will apply history and social science skills to understand the significance of the Cold War during the second half of the twentieth century by

- a. explaining the causes, the domino theory, the role of containment, and the differences between the United States and Soviet Union's economic and political systems;
- b. describing the events, conflicts, and revolutionary movements, including but not limited to the Berlin Blockade, Suez Canal Crisis, ~~Hungarian Revolution, Bay of Pigs,~~ Cuban Missile Crisis, and Prague Spring, and ~~the impact of clandestine operations~~ on the Cold War; **This content has historical significance but should be removed in order to make it possible to address the Vietnam War which is considered by many scholars to have greater historical significance than the Bay of Pigs. This will also support teachers in covering this material within their limited instructional time.**
- c. describing conflicts, events, and major leaders in Asia, Mao Zedong, Chiang Kai-shek, ~~Deng Xiaoping, and Ho Chi Minh,~~ and Tiananmen Square; **This standard should include the Vietnam and Korean Wars specifically. The Vietnam and Korean Wars should have precedence over other topics within these standards not to disregard and neglect the living veterans of these wars.**
- d. explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, and Václav Havel;
- e. examining the political and economic causes and global consequences of the breakup of the Soviet Union; and
- f. analyzing how nations around the world developed a culture of global interdependence.

WHII.11 The student will apply history and social science skills to identify the political, economic, and socioeconomic aspects of independence movements and decolonization by

- a. describing the struggles for self-rule, including Gandhi's leadership and the development of India's democracy;
- b. describing African independence movements in Ghana, Algeria, Kenya, and South Africa, including but not limited to 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 The student will apply history and social science skills to explain global changes during the twenty-first century by

- a. identifying modern era genocides ~~and crimes against humanity,~~ including but not limited to ~~Mao's Cultural Revolution,~~ **This content is unnecessary as it will be included in WHII.10c,** Stalin Regime

(Holodomor*), Armenia, Cambodia, ~~Fidel Castro's Cuba~~ Focusing the standard on genocide (in general terms) is more historically appropriate, Darfur, Rwanda, and China's minority Uyghur population; *Inclusion of Holodomor will help make this standard more global and show that Stalin's regime targeted more minorities and geographic areas than Russian minorities.

- b. identifying contemporary economic and political issues and ethnic and religious conflicts resulting in the migrations of refugees;
- c. examine the development, role, and effects of technology, including social media ~~and chemical and biological technologies~~; This should be removed and replaced with "data science, AI, GPS, and other transformational 21st-century technologies;"
- d. analyzing the ~~increasing impact~~, "Increasing impact" is redundant and unnecessary in this standard. events, and conditions that have given rise to international terrorism, including but not limited to the US Embassy bombings, ~~the US Embassy bombing in Beirut, the Lockerbie Bombing/Pan AM Flight 103, the US Embassy bombings in Nairobi and Kenya, and 2011 Breivik shootings~~; and ~~Nairobi is a city in Kenya, and should not be referenced as two different places (this is surely intended to reference Tanzania). The standard needs to be revised to state "analyzing the events, and conditions that have given rise to international terrorism and the War on Terror, including but not limited to the 1998 US Embassy bombings, 9/11, the Wars in Afghanistan and Iraq, and conflicts in Somalia and Syria."~~
- e. describing ~~economic~~ interdependence, including the rise of multinational corporations, international organizations, and trade agreements. "Economic" should be replaced with "global." The expectation to solely teach economic interdependence simplifies the role that political, social, economic, and non-governmental organizations play in today's globalized world.

Notes and Comments

- Only three of the standards are oriented around history outside of Europe. The course is a *World* History course, not a Western Civilization course.
- WHII.3 places a limited emphasis on Indigenous peoples. Additionally, it removes the references to the Transatlantic slave trade as a major consequence of European exploration.
- WHII.4.c seems out of place in a world history course (and not in any reasonable chronological order) by asking students to understand how the Enlightenment influenced the foundations of Virginia and the United States. WHII.4 also leaves out the Haitian Revolution, which is crucial to understanding the "Age of Revolutions."
- WHII.7 also needs to be refined for greater clarity. The standard unnecessarily keeps the European focus in the language of the standard itself, even while the substandards make reference to a lot of global events.
- WHII.8 does not include the references to the rise of militarism and fascism that should be included.
- The removal of the slave trade in the context of European exploration is very problematic. The removal of the Haitian Revolution is an equally glaring omission.
- We recommend that you replace standard WHII.7f with WHII.9e from the 2015 standards that reads: analyzing the relationship between industrialization, imperialism, and nationalism. This is an important standard to allow students to practice SOL WHII skill "determining cause and effect to analyze connections."
- Generally speaking, this draft is designed to address specific content without the necessary context. A great example of this is seen in the Reformation standards where a series of wars were added to the standard that would add significant instructional time to the course. This is specifically problematic as public comment taken under consideration during the development of the August draft noted that the amount of course content was already unwieldy. Additionally, the course, as presented here, is more a history of Europe and North America than it is a history of the *world*. As an example, WHII.12-which is dedicated to global exchanges-focuses largely on the United States and not the world at-large.

Grade 11: Virginia and United States History

The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions ~~from the Age of Exploration to the present~~. ~~This should be removed because it imposes an unnecessary and inaccurate restriction on a course meant to foreground the history of Virginia within broader narratives of U.S. history. It is misleading to frame this course around European exploration when the Indigenous peoples of North America had 10,000 years of history prior to European settlement and colonization. Content on Indigenous history prior to European exploration should be included like it is in earlier grade levels.~~ While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

Skills

Skills VUS The student will apply history and social science skills to the content by

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams, to question and understand information about events in Virginia and United States history;
- b. applying geographic skills to determine and/or predict patterns and trends of people, places, or events;
- c. questioning and using inquiry to construct arguments using evidence from multiple sources;
- d. investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections;
- g. using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as informed individuals with different perspectives;
- i. developing products that reflect an understanding of research and content to make real life connections; and
- j. contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States history.

~~We suggest restoring VUS.1 from the original August draft that addresses Indigenous people at the start of this course and/or this substandard copied from VUS.2 below with additional material from fourth-grade VS.2a. and b.: *distinguishing how different Indigenous people of North America used available resources to develop their culture, language, skills and perspectives, including but not limited to the nations in the Northeast, Mississippi River Valley, along the Atlantic seaboard, the Pacific coast and the Southwest regions of North America;*~~

VUS.1 The student will apply history and social science skills to describe the early explorations of the Americas by

- a. ~~describing the entrepreneurial characteristics of early explorers, including but not limited to Christopher Columbus, Francisco Vázquez de Coronado, Ponce de León and the technological developments that made sea exploration possible; This content is unnecessary. This standard should be focused on exploration, and it is unnecessary to list specific explorers. Furthermore, it is inappropriate to merely~~

focus on the “entrepreneurial characteristics” when exploration had significant social and political dimensions.

- b. ~~connecting the aims, obstacles, and accomplishments of the explorers and sponsors of key expeditions to the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation; and~~ This content is historically significant, but it should be removed in order to make it possible for the standards to be taught within the available instructional time. It is already addressed in the World History standards.
- c. examining the trade routes and the resources and products that linked Africa, the West Indies, the colonies, and Europe.

Early America Through the Founding of the New Nation

VUS.2 The student will apply history and social science skills to describe the political, religious, social, and economic characteristics ~~of the first thirteen colonies by~~ “early North America”

- a. ~~distinguishing how different Indigenous people of North America used available resources to develop their culture, language, skills and perspectives, including but not limited to the nations in the Northeast, Mississippi River Valley, along the Atlantic seaboard, the Pacific coast and the Southwest regions of North America;~~ Move this to a new VUS.1 on Indigenous peoples. Please note that many of the Indigenous nations discussed here do not fall within the thirteen colonies.
- b. describing the reasons, ~~individuals, and groups~~ “for” establishing colonies in North America, “introducing students to colonial leaders such as” including but not limited to John Smith, Roger Williams, William Penn, Lord Baltimore, William Bradford, and John Winthrop; The goal of this standard should be for students to describe the reasons for founding colonies instead of memorizing information about so many specific people.
- c. ~~describing European settlement in the Americas, the Great Awakening, character, practices, the growth of religious toleration, and the free exercise of religion;~~ This should be rephrased as “differentiating between colonies established in pursuit of religious uniformity,” the chronology is confused here. Several of the first colonies pursued religious uniformity, and it is important to clarify that religious toleration emerged over the colonial period.
- d. describing ~~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; and~~ As formulated here, this substandard is historically inaccurate. Mercantilist colonial systems are not good examples of free market economics.
- e. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies ~~and town councils~~. [Sic] This should read “town meetings” given that “town councils” were a development during the Progressive Movement of the early 20th century.

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

- a. describing the diverse cultures, languages, skills, and perspectives of Africans ~~brought to the Americas;~~ who were enslaved in the Americas brought to the Americas; This revision restores language from the August draft that accords with the recommendations of the Virginia Commission on African American History Education.
- b. ~~evaluating-describing the Middle Passage, the origins of the Transatlantic Slave Trade, the Middle Passage, and the development of race-based chattel slavery in the Americas; and the types of slavery, including but not limited to chattel, bonded, and forced labor;~~ This revision restores language from the August and November drafts and accords with the recommendations of the Virginia Commission on African American History Education.

- c. describing the slave trade in the U.S., Virginia, and Richmond;
- d. ~~describing how industrialization affected slavery and the economy;~~ This content needs to be removed because it is chronologically inappropriate. This standard is about the development of the colonial system of enslavement. Industrialization did not begin to affect slavery and the economy until after the American Revolution.
- e. We suggested adding VS.4 here, as it is much more appropriate at the secondary level: *“evaluating the laws that established race-based enslavement, addressing the causes and consequences of incremental changes that culminated with the 1705 Virginia “act concerning servants and slaves”;*”
- f. analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and the shift to the race-based enslavement of Africans; and
- g. examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

VUS.4 The student will apply history and social science skills to analyze the cooperation and conflict between the Indigenous Peoples and the new settlers by

- a. describing the competition among the English, French, Spanish, Dutch, and Indigenous Peoples for control of North America;
- b. describing the cooperation that existed at times between the colonists and Indigenous Peoples during the 1600s and 1700s, including but not limited to agriculture, the fur trade, military alliances, treaties, and cultural interchanges;
- c. explaining the conflicts before the Revolutionary War, including but not limited to the Pequot and King Philip’s Wars in New England; the Powhatan Wars **and Bacon’s Rebellion** in Virginia, the French and Indian War;
- d. ~~describing the violent conflicts among the Indigenous Peoples’ nations, including the competing claims for control of lands;~~ This content needs to be removed because it is both redundant and misleading. The conflicts listed in VUS.4c included Indigenous combatants on both sides with each being remarkably violent.
- e. **Move to VUS.7b:** explaining the role of broken treaties **and military force in the dispossession of Indigenous peoples** ~~and the factors that led to the defeat of the Indigenous Peoples~~, including but not limited to **the Indian Removal Act**, the resistance of Indian nations, ~~to encroachments and assimilation~~, and the Trail of Tears;
- f. **Move to VUS.7b:** explaining the influence ~~and achievements~~ of significant leaders of the time, including but not limited to John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah; and **This content is chronologically out of order and should be moved to SOL VUS.7 on Westward migration and territorial expansion. The Indian Removal Act laid the groundwork for the “Trail of Tears”; and it would be inappropriate to frame the policies as “achievements.”**
- g. ~~analyzing the United States’ subsequent actions with respect to its Indigenous Peoples, including but not limited to the Indian Reorganization Acts and McGirt v. Oklahoma.~~ **This content lacks meaningful connection to the time period addressed in the above substandards. This needs to be cut in order to focus on the impact of Indian Removal, broken treaties, and the development of the reservation system during the 19th century.**

VUS.5 The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by

- a. describing the results of the French and Indian War;

- b. describing how political, religious, and economic ideas and interests contributed to the start of the American Revolution, **introducing students to events** including but not limited to ~~the 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,~~ **Dunmore’s Proclamation**, the Second Continental Congress, ~~and the Olive Branch Petition,~~ and Thomas Paine’s *Common Sense*; **Emphasis should be placed on political, religious, and economic ideas as factors contributing to the Revolution. Students should be introduced to the events listed here, but they need not be forced to memorize and describe them in order to achieve the learning outcome suggested here. Dunmore’s Proclamation was a turning point in the American Revolution, and its absence here overlooks a crucial event in Virginia history.**
- c. describing efforts by individual and groups to mobilize support for the American Revolution, **introducing students to** ~~including~~ the Minutemen, Sons of Liberty, the First and Second Continental Congress and the Committees of Correspondence; **Again, the goal is to learn about how individuals and groups mobilized support for the Revolution. Asking students to memorize and describe the work of all of these different groups threatens to distract from the overarching learning goal.**
- d. examining the contributions of those involved in the drafting and signing of the Declaration of Independence and the lasting legacy of the document;
- e. analyzing the intervention of France and other factors that led to colonial victory in the Revolutionary War;
- f. ~~evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy; and~~ **The content and understanding of this standard would naturally be taught as part of VUS.5d. Given the time constraints of this course, it does not need to appear twice in standards.**
- g. ~~analyzing the U.S. Presidents of this era with emphasis on the presidents from Virginia.~~ **This content is historically significant, but should be removed in order to make it possible for the standards to be taught within the available instructional time. This seems like a rote exercise given that some Virginia Presidents were much more historically significant than others.**

VUS.6 The student will apply history and social science skills to describe the development and significance of the American political system by

- 1. 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;
- 2. identifying ~~the strengths and weaknesses of the Articles of Confederation;~~ **This content is historically significant, but should be removed in order to make it possible for the standards to be taught within the available instructional time. Given the ultimate failure of the Articles, teachers need to focus on the weaknesses of the document in order to fully examine the Constitution as the needed replacement.**
- 3. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the struggles of ratification, the reasons for the Bill of Rights, and the roles of James Madison, Alexander Hamilton, George Mason, John Adams and George Washington;
- 4. ~~compare the powers granted by the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;~~ **This content is historically significant, but should be removed in order to make it possible for the standards to be taught within the available instructional time. This would be unpacked as part of the subsequent standard regarding debates about the role of the federal government, but more specific examinations of the structure of the Constitution should be reserved for the existing courses on Civics and Economics and VA/U.S. Government.**

5. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era; and
6. explaining the significance of Chief Justice John Marshall and the *Marbury vs. Madison* decision.

VUS.7 The student 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, the Louisiana Purchase~~ and the War of 1812; **The Louisiana Purchase is too important to the history of the United States to be excluded from this course. This sets the stage for an expanded section on Westward migration.**
- b. describing the political results of territorial expansion and its impact on Indigenous Peoples; **VUS4.e and f should be incorporated into the standards here in order to ensure chronological and thematic continuity.**
- c. analyzing the social and cultural changes during the period, including but not limited to immigration and “The Age of the Common Man” (Jacksonian Era);
- d. examining the Texas Revolution and the Mexican-American War; and
- e. evaluating the cultural, economic, and political issues that divided the nation including the role of slavery, the abolitionist movements, and tariffs in the conflicts that led to the Civil War.

VUS.8 The student 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;~~ **This statement is obvious and should be embedded in all standards regarding enslavement. It is not necessary to make this statement as a stand alone substandard.**
- b. describing the impacts of abolitionists, including but not limited to Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;
- c. analyzing key policies and actions, including but not limited to the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, Dred Scott v. Sanford, and the Emancipation Proclamation; and
- d. explaining the extension of rights provided in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.

VUS.9 The student will apply history and social science skills to analyze the major turning points of the Civil War and Reconstruction eras by

- a. describing major events and the roles of key leaders of the Civil War Era, including but not limited to 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 but not limited to the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
- c. evaluating and explaining the impact 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 of the war and Reconstruction, including the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States; and
- f. evaluating the role of the biracial Readjuster Party in Virginia during Reconstruction in creating a system of public schools and expanding employment opportunities for African Americans **Add “despite**

considerable opposition.” This content needs to be reframed in recognition that most gains of this movement focused on debt policy and the funding of public schools with minimal expansion of black economic opportunity.

Industrialization, Emergence of Modern America, and World Conflicts

VUS.10 The student 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. analyzing the effect of westward movement and the admission of new states on the Indigenous Peoples ~~and the conflicts with the U.S. government~~, including but not limited to the Battle of Little Bighorn and the Wounded Knee Massacre; *Revised for clarity and to remove the implication that Wounded Knee was a conflict with the U.S. government.*
- b. examining and evaluating the motivations, contributions, and challenges immigrants to the United States faced before, during, and upon arrival;
- c. analyzing the transformation of the American economy from agrarian to industrial, growth cities and trade, the role of the railroads and communication systems, and the concentration of wealth and mass production that created goods at cheaper and faster rates, including but not limited to industrial leaders such as Andrew Carnegie, Andrew Mellon, and John D. Rockefeller ~~and the growth of American philanthropy~~; *Philanthropy is important but it distracts from the coherence of this substandard.*
- d. explaining the social and cultural impact of industrialization, including but not limited to rapid urbanization, the effects on living and working conditions, and the emergence of more leisure time and activities;
- e. *We suggest adding: “assessing the goals and outcomes of the labor movement, including, but not limited to the Knights of Labor, the American Federation of Labor, and the Haymarket Affair;”* The absence of any consideration of organized labor, unions, and movements to improve working conditions is a significant omission that must be addressed in order to give students a meaningful understanding of U.S. history.
- f. evaluating and explaining the Progressive Movement and the impact of its legislation, including but not limited to regulations for pollution, child labor, and food safety;
- g. analyzing the effects of prejudice, discrimination, and “Jim Crow” laws including but not limited to the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, Ida B. Wells-Barnett’s anti-lynching crusade, the practice of eugenics, and the U.S. Supreme Court 1927 Buck v. Bell decision; *and This standard should include the 1902 Virginia Constitution that codified white supremacy in Virginia.*
- h. explaining the emergence of public colleges, 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 agricultural and technological advances.

VUS.11 The student 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 foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, including but not limited to the impact of the Spanish-American War;
- b. explaining the international significance of U.S. decisions and actions, including but not limited to ~~the Roosevelt Corollary to the Monroe Doctrine~~, the Spanish-American War, the acquisition of Alaska and Hawaii, the Panama Canal construction, ~~and the expedition to capture Pancho Villa~~; *This content is historically significant, but should be removed in order to make it possible for the standards to be taught within the available instructional time.*

- c. understanding the events and changes that brought America out of a period of “isolationism” to enter WWI; “quotations” around this accepted concept are unnecessary
- d. evaluating the United States’ involvement in World War I, including but not limited to 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, including but not limited to the national debate in response to the formation of the League of Nations.

VUS.12 The student will apply history and social science skills to understand key international and domestic events, interests, and philosophies during the 1920s and 1930s by

- a. analyzing the attacks on civil liberties, including but not limited to the re-emergence of the Ku Klux Klan, Chicago riot of 1919, Tulsa Race Massacre and the decimation of Black Wall Street, and the ~~institution~~ introduction of redlining; Edited for clarity.
- b. analyzing the connections between the Bolshevik Revolution and the First Red Scare, anarchist bombings, and the Palmer Raids;
- c. analyzing the effects of changes in immigration to the United States including but not limited to the Immigration Act of 1918, the Immigration Act of 1924, we suggest adding “and the many contributions of immigrants.” Restrictive immigration policy is important, but it should be balanced with recognition of the many contributions of immigrants to American culture, society, and the economy.
- d. examining the purposes of Marcus Garvey’s “back-to-Africa” movement, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League; and
- e. analyzing the Roaring 20s, post wartime effects on the American economy, how life changed as a result of innovation and inventions, and the worldwide diffusion of American popular culture;
- f. examining the changing role of women in society and in the passage of the Eighteenth Amendment and the Nineteenth Amendments to the Constitution of the United States; and
- g. examining the Great Migration and its influence on the Harlem Renaissance, prompting new trends in literature, music, art, and the work of writers, including but not limited to Zora Neale Hurston and Langston Hughes.

VUS.13 The student 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 but not limited to 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 and expanded the government’s role in the economy, ~~creating opportunities for some and losses for others.~~ This language is either redundant or subjective. Students should learn the pros and cons of every historic event and not just the New Deal. Including this here might suggest to some teachers, parents, and students that only certain events should be taught with even-handed attention to positives and negatives.

VUS.14 The student will apply history and social science skills to analyze America’s involvement in World War II by

- a. ~~comparing and contrasting totalitarianism and Imperial Japan, communist Soviet Union, and Italy and Nazi Germany;~~ Replace with “analyzing the rise and spread of militarism and totalitarianism internationally, including but not limited to Imperial Japan, fascist Italy, Nazi Germany, and the communist Soviet Union.” This restores language originally introduced in the November draft, which is

both clearer and more accurate. There is no analytical or historical payoff for comparing totalitarianism with Imperial Japan, nor would merely adding “fascist” before Italy result in a substandard that can be taught or measured with precision.

- b. analyzing the causes and events that led to America’s involvement, including the attack on Pearl Harbor, United States’ response with Executive Order 9066 and the internment of Japanese Americans, and the Supreme Court case *Korematsu v. United States*;
- c. Identifying the similarities and differences in the strategy, major battles, and impacts of key leaders of the Axis and Allied Powers;
- d. evaluating and explaining the contributions of heroic military units including, but not limited to segregated, minority units, women, and the role of Virginia units in the America war effort;
- e. describing major battles of World War II, including Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge;
- f. analyzing the Holocaust beginning with the history and role of antisemitism in the persecution of Jews, the persecutions of other targeted groups, challenges related to the immigration of Jews, Hitler’s “Final Solution,” liberation, post-war trials, and post-war immigration to the United States and the creation of the modern State of Israel;
- g. explaining American military intelligence and technology, including island hopping, the Manhattan Project, and the bombings of the Japanese cities of Hiroshima and Nagasaki; and
- ~~h. describing the significance of America’s role in the Allied victory, the Marshall Plan and the significance of the United Nations. This content is unnecessary. “America’s role in the Allied victory” is obviously a part of standards a-g. The latter sections on the “Marshall Plan and the United Nations” are already featured in the standards about the Cold War. Given the time constraints of this course, it does not need to appear twice in standards.~~

The United States since World War II

VUS.15 The student will apply history and social science skills to analyze the United States’ foreign policy during the Cold War era by

- a. explaining the origins and early development of the Cold War and how it changed American foreign policy, including but not limited to the Truman Doctrine and the policy of containment;
- b. explaining the long-term impact of the Marshall Plan, the formation of NATO, the Warsaw Pact and the efforts of the United States to protect Western Europe;
- c. describing events and leaders of the Cold War, including the Bay of Pigs and Cuban Missile Crisis, **the Korean War**, and John F. Kennedy and Nikita Khrushchev;
- d. analyzing the **domestic and international consequences of** ~~changing role of the United States in Asia, including Korea, the Vietnam War, and China;~~ **US relations with China are important, but the Vietnam War is important enough to merit at least its own substandard.**
- e. 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. **This content needs to be removed because it is biased and inaccurate. The Cold War was much more complicated than this simplistic assertion of purity, and it intentionally discounts several injustices and mistakes committed in Guatemala, Chile, Cambodia, and Vietnam.**

VUS.16 The student 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, and efforts to desegregate schools, transportation, and public areas;

- b. evaluating the legacy of Dr. Martin Luther King, Jr., including "A Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, "I Have a Dream" speech, and his assassination; [sic.]
- c. analyzing key events, including but not limited to 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 of the Brown v. Board of Education decision and Virginia's response of Massive Resistance, including but not limited to the roles of Barbara Johns and R.R. Moton High School in Prince Edward County, Thurgood Marshall, and Oliver W. Hill, Sr; e
- e. explaining how the tenets of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an effect on all Americans; and
- f. analyzing the effect of the Black Power Movement.

VUS.17 The student 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. assessing the ~~development of and changes in domestic policies due to~~ effects of Supreme Court decisions and acts of Congress, **introducing students to key examples** including but not limited to Brown v. Board of Education, Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, Equal Pay Act, Americans with Disabilities Act, Title IX of the Education Amendments of 1972, Marriage Equality Act, Obergefell v. Hodges, Gideon v. Wainwright, Miranda v. Arizona, and Roe v. Wade leading to Dobbs v. Jackson Women's Health Organization; **The emphasis here should be on giving students an appreciation for the effects of Supreme Court decisions and new legislation. Students should be introduced to these examples, but stipulating that they should be able to assess each one of them individually would require an extraordinary amount of class time and would distract from the overarching learning outcome.**
- b. analyzing key events and conditions that have given rise to terrorism as an attack on democracy and the United States' role in defending democracy, including but not limited to 1993 bombing of the World Trade Center, 2000 bombing of the USS Cole, and 9/11 attacks on the United States in 2001.
- c. explaining social movements, including but not limited to the **social and cultural fallout of the Vietnam War** and the rise of the anti-war movement, Woodstock, the rise of the conservative movement and the election of Ronald Reagan, women's movement, gay rights movement, pro-life movement, and an increased domestic focus on HIV/AIDS, the rise of antisemitism and hate crimes, and domestic terrorism; **This is the single mention of the "Vietnam War" in the entire standards document. It would be an insult to all of those who served and sacrificed in Vietnam to minimize this war as a "social movement," and the War should be addressed specifically in VUS15.d (as suggested above).**
- d. ~~connecting the legacy of the Civil Rights Movement to the election of Barack Obama to the Office of the President, and~~ **This language reduces the significance of the Obama administration to the President's race with no discussion of the challenges confronted during his terms in office (e.g. the 2008 Financial Crisis) or his policy achievements such as the Affordable Care Act (ACA). This should be replaced with substandards on the War on Terror, Iraq and Afghanistan; War on Drugs and mass incarceration; and/or domestic policies from the Great Society and Reaganomics through the Affordable Care Act.**
- e. explaining scientific and technological changes and evaluating their impact on American culture, including media.

Notes and Comments for Virginia/U.S. History

- By framing 11th grade Virginia/U.S. History from the “Age of Exploration to the present,” the January draft omits the long history of Indigenous people prior to European contact. The following standard and substandards from the Collaborative draft must be included in order to address this error.
 - ***VUS.2 The student will apply history and social science skills to describe the culture of the Indigenous people of North America by***
 - a. describing the diversity of the language, skills, and perspectives of Indigenous peoples, and how they interacted with their respective environments;*
 - b. explaining how various tribal groups responded to initial contact with European explorers and colonists; and*
 - c. explaining the impact of European colonization on Indigenous peoples and the ongoing quest to protect and sustain their way of life.”*
- There are also several chronology issues throughout the standards. For example, when addressing the history of Indigenous peoples, Indian Removal and the Trail of Tears need to be in the section on Westward Migration rather than condensed into a single thematic standard. In addition to the standard above from the Collaborative draft about indigenous peoples and early contact, indigenous history needs to be addressed throughout the standards in order to prevent this history from being excluded or overlooked in the overarching narrative.
- VUS.3 has problematic language that fails to accurately confront the reality of human enslavement. For example, the standard seems to soften language by removing the word “forcibly” when noting that Africans were “brought to the Americas.” The following standard and substandards from the Collaborative draft must be included in order to ensure accuracy, as well as appropriate and culturally-sustaining language:
 - ***VUS.4 The student will apply history and social science skills to explain the impact of the institution of slavery in North America by***
 - a. describing the diverse cultures, languages, skills, and perspectives of Africans who were enslaved in North America and how they were adapted for the development of an African American culture in the American colonies;*
 - b. evaluating the Middle Passage and the Transatlantic Slave Trade including the forced arrival of the first Africans to British North America at Fort Monroe;*
 - c. analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and enslaved labor;*
 - d. understanding the role of race-based chattel slavery in the development of colonial Virginia; and*
 - e. examining the various ways in which enslaved people challenged the institution of slavery and persisted toward freedom.”*
- VUS.14 removes the term “fascist” to describe Italy during the 1930s and 40s. This was deleted from the November draft while leaving in the terms “communist,” “imperialist,” and “Nazi” to describe the other nations). There is no way to teach about the Second World War in any meaningful way without teaching students that the Axis Powers were fascist regimes.
- The January draft standards emphasize Ronald Reagan and the pro-life movement without any reference to Lyndon Johnson’s domestic reforms and the pro-choice movement. This illustrates bias, subjectivity, and suggests a political agenda. When dealing with political issues that are ongoing and open debates, professional standards must give students both sides of an issue so they can develop their own opinions in an informed manner.
- Overall, many of the technical edits made by the 2020 Commission on African American History Education and approved by the Virginia Board of Education have been removed or significantly edited. Given the process that was followed in the development of the technical edits, we believe that they should be restored in their entirety.
- There is no mention of the Compromise of 1877 in the standards. This is essential to understanding the post-Reconstruction era.

- VUS.10f should include the 1902 Virginia Constitution and the codification of white supremacy in Virginia.
- VUS.12a This section should reference the FDR New Deal era Home Owners Loan Corporation which developed maps to rate neighborhoods and make recommendations for lending practices that were often based on race, religion, or unfairly prevented certain racial, religious or ethnic groups from home ownership through unfair lending practices. It should be noted that some communities further restricted this through restrictive covenants.

Grade 12: Virginia and United States Government

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

Skills

Skills GOVT The student will apply ~~history and social~~ science skills to the content by **This should be removed because this is not a history course. It should state “political science skills.”**

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams, to question and understand government and politics;
- b. applying geographic skills to determine and/or predict patterns and trends;
- c. questioning and using inquiry to construct arguments using evidence from multiple sources;
- d. investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections;
- g. using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as informed individuals with different perspectives;
- i. developing products that reflect an understanding of research and content to make real life connections; and
- j. contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States government and politics.

Foundations of American Constitutional Government

GOVT.1 The student will apply ~~history and social~~ science skills to understand the foundations of American constitutional government by **This should be removed because this is not a history course. It should state “political science skills.”**

- 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; **This is unnecessary content. The focus should be to understand the principles of the Charters of the Virginia Company and not memorize the dates of each. The Great Awakening is addressed in previous grade levels and does not need to be revisited.**
- 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 The student will apply ~~history and social~~ science skills to describe the concept of democracy by **This should be removed because this is not a history course. It should state “political science skills.”**

- 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; **This should be deleted and replaced with “people”**
- d. recognizing majority rule and minority rights;
- e. recognizing the necessity of compromise; and
- f. recognizing the freedom of the individual. **It is not just “freedom” of the individual which is a concept of democracy but also other rights and responsibilities such as participating in the government. This should be rephrased as “recognizing the freedom, and rights and responsibilities of the individual.”**

GOVT.3 The student will apply history and social science skills to analyze the Virginia and United States Constitution and the Bill of Rights by **This should be removed because this is not a history course. It should state “political science skills.”**

- a. examining the ratification debates and The Federalist Papers, including but not limited to #10 and #51;
- b. evaluating the purposes for government stated in the Preamble;
- c. defining the structure and authority of the national government as outlined in Article I, Article II, and Article III **This substandard should include the Tenth Amendment by adding “The Tenth Amendment further defines the relationship and powers of the federal government and the states.”**
- d. examining the differences between the powers and authority of state and national governments;
- e. connecting the fundamental principles of checks and balances and separation of powers to the three branches of government;
- f. describing how the Bill of Rights affirms natural rights as something that precedes politics;
- g. explaining the amendment process; and
- h. analyzing how the interpretation of the Constitution has changed over time and remains the nation’s fundamental and enduring law.

GOVT.4 The student will apply ~~history and social~~ science skills to explore and understand the significance, reverence and pride around the foundation of the American republic by

- ~~a. analyzing the five values of liberty, egalitarianism, individualism, populism, and laissez-faire government as described by Alexis de Tocqueville;~~
- ~~b. understanding the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”;~~
- ~~c. describing the fundamental concepts of American constitutional democracy, including how the government derives its power from the people, and the primacy of individual liberty;~~
- ~~d. 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; and~~
- ~~e. evaluating how the U.S. Constitution and the Bill of Rights protect freedoms and limit government~~ **This standard should be removed because most of it is already addressed in GOVT.1**

GOVT.5 The student will apply ~~history and social~~ science skills to explain the rights and responsibilities of United States Citizenship by **This should be removed because this is not a history course. It should state “political science skills.”**

- 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. understanding that the United States has a voluntary military and the importance of Selective Service registration.

Elections

GOVT.6 The student will apply ~~history and social~~ science skills explain the process of local, state, and national elections by **This should be removed because this is not a history course. It should state “political science skills.”**

- a. describing how amendments have extended the right to vote to previously disenfranchised Americans;
- b. examining campaign finance laws and campaign funding and spending, including the impact 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 of reapportionment and redistricting on elections and governance; and
- f. evaluate challenges of the election process including redistricting, gerrymandering, and at-large voting.

GOVT.7 The student will apply ~~history and social~~ **This should be removed because this is not a history course. It should state “political science skills.”** science skills to describe the scope and limits of the powers of the ~~federal~~ legislative branch of the ~~U.S.~~ **national** government as delineated in Article I **and the Tenth Amendment** of the **U.S.** Constitution by describing its structure and the process for the election of its members; **(syntax edits)**

- a. describing how the power of the legislative branch has changed over time including Twentieth, Twenty-second, and Twenty-fifth Amendments; and
- b. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

GOVT.8 The student will apply ~~history and~~ **political** science skills to describe the powers of the executive branch of the ~~U.S.~~ **national** government as delineated in Article II of the **U.S.** Constitution by **(syntax edits)**

- 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 **how** the executive branch ~~processes~~ **interacts** with the legislative branch. **This is inaccurate and confusing as written. (syntax edits)**

GOVT.9 The student 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 **This should be removed because this is not a history course. It should state “political science skills.”**

- 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 of originalism, living constitution, judicial activism, and judicial restraint. **This standard should include “living Constitution.”**

State and Local Government

GOVT.10 The 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 **This should be removed because this is not a history course. It should state “political science skills.”**

- a. analyzing legislative, executive, and judicial branches; This substandard should be rephrased for clarity by stating: **“analyzing structure and roles of legislative, executive, and judicial branches;”**
- b. **explaining the law-making process at the state and local levels;**
- c. examining the structure and powers of local governments (county, city, and town);
- d. analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
- e. comparing partisan and nonpartisan offices; and
- f. investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.11 The student will apply ~~history and social~~ science skills to analyze civil liberties and civil rights by **This should be removed because this is not a history course. It should state “political science skills.”**

- 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; **This standard needs to include the 5th Amendment. This is a glaring omission.**
- 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; This is too much in depth and nuance for a survey course.~~
- 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.12 The student will apply ~~history and social~~ science skills to understand the role of the United States in a changing world by **This should be removed because this is not a history course. It should state “political science skills.”**

- 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 economy, including trends in international trade.

GOVT.13 The student will apply history and social science skills to understand the role of the United States in a changing world by

- a. explaining the differences among and distinctions between different political and economic systems such as 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; This is unnecessary content that needs to be removed. This is far too complex for a survey course on VA/U.S. Government.~~

- c. comparing and contrasting the role of government in capitalism and socialism as economic systems, including the role of government in each and individual economic freedoms;
- d. ~~explaining the differences between the principles of the Bill of Rights and the Communist Manifesto;~~
This should be removed. This is not a comparative government course.
- e. describing ideas about free markets ~~and the invisible hand~~ from Adam Smith’s, “The Wealth of Nations”;
This is unnecessary content that needs to be removed. This is far too complex for a survey course on VA/U.S. Government.
- f. evaluating the factors that influence production and distribution of goods in a market system; and
- g. explaining how competition and free enterprise influence the local, national, and global economies.

The Role of the Government in the Economy

GOVT.14 The student 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 and how that affects individual economic freedoms;
- 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 **This should be removed because it is inaccurate. Congress can *influence* the economy but it is the Federal Reserve that “uses” fiscal policy to stabilize the economy.” This is included in GOVT.14.f below.**
- f. describing how the Federal Reserve can use monetary policy and the effects on interest rates, price stability, employment, and the economy.

Notes and Comments

- The following was inexplicably deleted from the opening paragraph: *“Civic education, the provision of information and learning experiences to equip and empower citizens to participate in democratic processes, must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding through the utilization of the knowledge and learning experiences defined by the standards for Virginia and United States Government. Throughout the course of study, students will have the opportunity to collaborate and think critically to communicate their understanding of their role in the government and economy of Virginia and the United States.”*
- GOVT.9d leaves out “living constitutionalism” as an interpretation which makes the standard meaningless because there would be nothing to compare “originalism” to. Judicial activism and restraint are *approaches* while originalism and living constitutionalism are *judicial philosophies*.
- GOVT.2 treats democracy as a static concept instead of recognizing it as both aspirational and evolving.
- GOVT.2c uses the words “all citizens” instead of “all persons” under law
- GOVT.5 is missing. This standard addressed very important content such as:
 - exercising personal character traits such as trustworthiness, responsibility, and honesty;
 - respecting differing opinions and the rights of others;
 - demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and practicing patriotism and active civic engagement.
 - It seems to be replaced with:

- a. describing the paths to U.S. citizenship;
 - b. understanding that the United States has a voluntary military and the importance of Selective Service registration.
- GOVT.13d asks students to identify differences between the Bill of Rights and the Communist Manifesto, but doesn't ask them to compare and contrast them which the original August draft did.
 - These standards are missing the 5th and 14th Amendments as part of due process. This is essential content that should be included.
 - These standards are missing 10th Amendment as part of federalism and the relationship between the federal government and the states. This is essential content that should be included.