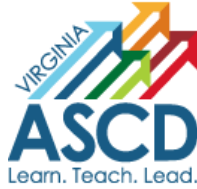




VIRGINIA
SOCIAL STUDIES
LEADERS CONSORTIUM



AMERICAN
HISTORICAL
ASSOCIATION

FOR IMMEDIATE RELEASE
December 20, 2022

VSSLC, VASCD, and AHA Respond to VBOE's Request for Combined History and Social Science Standards

The Virginia Social Studies Leaders Consortium (VSSLC), the Virginia Association for Supervision and Curriculum Development (VASCD), and the American Historical Association (AHA) have collaborated to share their collective knowledge, experience, and expertise to submit comprehensive and professionally reviewed standards that address the request made by the Virginia Board of Education (VBOE) at the November 17, 2022 Board meeting.

The Board moved, seconded, and voted for the department to:

- Incorporate a “de-coupled” August draft and the November draft along with public comment and feedback received
- Correct errors and omissions
- Provide a crosswalk that includes a comparison to the 2015 standards
- Communicate in a timely manner with a transparent process

To combine the strengths of the August and November drafts while also addressing public comment during the November meeting, representatives of VSSLC, VASCD, and the AHA collaborated to combine, compare, crosswalk, and enhance the two drafts.

TIMELINE

- November 17 - VSSLC Executive Committee and members began drafting standards that combined and compared the August and November drafts while referencing the 2015 standards.
- December 2 - VSSLC and VASCD partnered to create a plan to collaborate with AHA
- December 12 - VSSLC finalized the first draft of combined standards and shared with the VASCD and AHA work teams
- December 14 and 15 - VSSLC, VASCD, and AHA met in Richmond to revise the draft completed by VSSLC
- December 15-19 - AHA completed a final edit and fact-check of the standards
- December 20 - Delivery of standards to the Virginia Board of Education

STRUCTURE OF THE PROPOSED COMBINED STANDARDS

The proposed combined standards represent a concerted effort to combine the strengths of the August draft and the November draft with reference to the 2015 standards.

- Text highlighted in **green** represents content that appears in the November draft
- Text highlighted in **blue** represents new content intended to enhance the standards and address the public commentary as requested by the Board
- Text that appears in **black** represents content from the August draft that does not appear in the November draft

DRAFT - Proposed *Combined* 2022 History and Social Science Standards of Learning

Please note limited **green** text to indicate presence in the November drafts in grades K-3. The K-3 standards in this set of combined standards include consistency with the 2015 standards in an age-appropriate progression of Community (K), State (1st), Nation (2nd), and World (3rd).

In evaluating the two documents and making our own revisions, we worked to ensure that content was accurate, age-appropriate, inclusive, and vertically articulated in a manner that supports a natural progression of content, depth, and skill acquisition. The inclusion of specific disciplinary skills as the .1 standard for each grade-level and subject-area is necessary to explicitly communicate that skills must be embedded with content. In an effort to maintain consistency with the 2015 standards, there are essential questions connected to each standard for students to consider.

Critical to the proposed combined standards was also incorporation of Virginia's 5 Cs (Creativity, Critical Thinking, Communication, Collaboration, and Citizenship) as well as the durable skills (5 Cs plus Character, Mindfulness, Metacognition, Leadership, Growth Mindset, and Fortitude). This incorporation prepares students for constructive participation in civic life and equips them with the skills to flourish, succeed, and contribute to the modern economy.

RECOMMENDED NEXT STEPS

VSSLC, VASCD, and AHA collaboratively present the combined standards to VBOE and recommend accepting them for first review as soon as possible. We recommend the Board and department follow that acceptance with implementation of the prescribed process for public comment period leading up to final review. An appropriate timeline will allow Virginia's educators time prior to the 2023-2024 school year to:

- Collaboratively construct a curriculum framework in accordance with the established process; our organizations offer our services to lead, support, and facilitate as needed
- Prepare for implementation to align the written, taught, and assessed curriculum

###

About VSSLC

The Virginia Social Studies Leaders Consortium is an organization of social studies specialists, college educators, museum professionals, social studies education non-profit professionals, and representatives from the Virginia Department of Education. We represent all regions of Virginia.

About VASCD

Virginia ASCD (Association for Supervision and Curriculum Development), an affiliate of ASCD, is a non-profit membership organization dedicated to advancing excellence in Virginia's schools. We have 1,800 members in Virginia who are teachers, superintendents, teacher educators, school leaders, students, and central office administrators. We represent a variety of roles and share a single purpose - ensuring a world-class education for every Virginia student.

About AHA

The American Historical Association is the largest professional organization of historians in the world, including all fields across a wide variety of workplaces. The AHA is a trusted voice advocating for history education, the professional work of historians, and the critical role of historical thinking in public life

Preface

In 1995, the Virginia Board of Education published Standards of Learning in English, Mathematics, Science, and History and Social Science for kindergarten through grade 12. The Standards of Learning provides a framework for instructional programs designed to raise the academic achievement of all students in Virginia. School divisions and teachers have worked to incorporate and align the standards in the local curriculum and classroom instruction **in order to meet** the Standards of Learning. 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 History and Social Science Standards of Learning **articulate** understandings, knowledge, and skills. The standards are **neither** intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. A standard within an instructional program **indicates** an expected goal or outcome for all students. These standards are vertically aligned and establish a baseline within the Commonwealth of **content and skills** that students should know and be able to do at the culmination of a grade or course. A curriculum, created at the division or local level, **describes** the development of students' abilities to acquire and apply the standards. Each instructional program must ensure appropriate accommodations are made for diverse learners within the Commonwealth of Virginia.

Standards **neither** determine the design of a lesson plan nor **constitute** a set of instructional or assessment tasks. They are statements of what students should know and be able to do during and after instruction. Decisions concerning instructional programming, curriculum development, and how best to help students meet the goals of the standards are best left to local school divisions and teachers. A locally developed curriculum should include a variety of instructional materials and be reflective of not only the local community, but also the diversity of the Commonwealth, the nation, and the world. Curriculum should also include an **appropriate** variety of information sources, readings, learning experiences, and forms of assessment selected at the local level to create a balanced instructional and assessment program.

School divisions are encouraged to utilize and incorporate the standards document into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details, such as the names of individuals whose study further enriches the standards and clarifies the concepts under investigation, will **appear** in the curriculum framework.

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

Every graduate of Virginia's public 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. Our students will learn from the rise and fall of civilizations over time, so that we may pursue and maintain government and economic systems, social institutions, and cultures that ensure life, liberty, and the pursuit of happiness.

Our students will also understand that our history encompasses a global community 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. It also, however, shows how injustice can exist with the capability of destroying civilizations, communities, and individuals.

Guiding Principles for Effective History and Social Science Education

Principle 1: Teaches and celebrates the legacies of democratic government to ensure that students:

- value individual liberty and representative government as cornerstones of the American way of life
- understand and appreciate the Declaration of Independence and the U.S. Constitution, as amended, as foundational documents that establish the principles and framework of America's representative democracy
- explain how democratic ideas have been turned into institutions, and how individuals, groups, and organizations address violations of democratic principles and individual liberties--working within the structure set forth in the U.S. Constitution
- understand the differences between local, state, and national government and the roles individuals can play at each level as responsible and informed citizens
- recognize the essential role that free enterprise, competition, property rights, democratic institutions, and the rule of law play in a capitalist economic system that encourages innovation, opportunity, and efficiency
- acknowledge that the rights codified in the U.S. Constitution and Virginia Constitution 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

Principle 2: Incorporates Virginia's 5 Cs and durable skills to ensure that students:

- respond to and develop essential questions, use valid information sources, and connect acquired knowledge to civic participation
- conduct research to think critically, create logical arguments using valid evidence to deepen content knowledge and build disciplinary skills
- build skills to create and respond to various types of media through effective communication and collaboration
- are prepared to discuss complex issues and ideas with people of different views

Principle 3: Incorporates diverse perspectives to ensure that students:

- aspire for a society that treats all individuals equally
- acknowledge that perceptions are influenced by various lived experiences

- emphasize diverse perspectives and cultivate historical empathy to ensure objective academic discussion
- investigate key historical events in international affairs, and build an understanding of the origins, principles, and values about America’s role in the world, as well as the world’s role in shaping the United States
- appreciate the economic, social, and cultural conditions that have shaped our society

Principle 4: Improves literacy through History and Social Science content to ensure that students:

- read for comprehension and deepen understanding through content-rich and age-appropriate materials
- write for clear expression of ideas to demonstrate understanding
- speak and communicate freely and with clarity to thoughtfully express ideas and demonstrate understanding
- listen to content-rich sources to deepen understanding and connect to their own experiences to make meaning

Principle 5: Provides opportunities for historical thinking, geographical analysis, economic decision-making, and responsible citizenship to ensure that students:

- move between concrete/chronological learning and thematic/conceptual learning
- understand content vocabulary to generate questions and activate prior knowledge for new learning
- ask and answer questions to gather and use information as evidence for participation
- are equipped to interact positively with individuals from a variety of ethnic, religious, and linguistic backgrounds so that they can promote cultural understanding and thrive in the global economy.

Goals

The study of history and the social sciences is vital in sustaining a civic-minded, democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation’s future. The *History and Social Science Standards of Learning* were developed with the participation of educators, parents, business leaders, members of the higher education community including historians, political scientists, economists, and geographers, and others who have an interest in public education and a civil society.

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

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective;
- instill in students a thoughtful pride in the history of America through an understanding that what “We the People of the United States” launched more than two centuries ago was not a perfect union, but a continual effort to build a “more perfect” union, one which has become the world’s most successful example of constitutional self-government, one which stands as the longest continuous example of constitutional democracy;

- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed, responsible, and participatory citizenship; **which can positively impact their immediate society and the greater world.**
- develop students' skills in inquiry, debate, discussion, and writing; and
- provide students with a framework for continuing education in history and the social sciences.

History

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

Civics

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of **constructive** citizenship. It should instill relevant skills so that students can assess political resources, deal intelligently with controversy, **develop media literacy**, and understand the consequences of policy decisions. Students should develop an understanding of the values and principles of American constitutional democracy and of some of the key issues in the functioning of a democratic republic. They should be aware of their rights; willing to fulfill their responsibilities; able to obtain, understand, and evaluate information relating to the performance of public officials; and **willing to hold those officials** accountable. They should understand the consequences of political and policy decisions at the local, state, national, and international levels.

Geography

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

Economics

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

Skills

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

Assessment

In 2014, the Virginia General Assembly and the Virginia Board of Education took steps to balance the number of state assessments for history and social science. Through the passage of HB930 and the approval of the guidelines, Local Alternative Assessments for Grade 3 Social Studies, United States History to 1865, and United States History: 1865 to the Present were replaced with state developed SOL multiple-choice assessments. In 2019, through budgetary appropriations, the Virginia Department of Education began working towards the use of performance assessments to verify history and social science credits for high school graduation. The use of performance assessments provides an opportunity for students to demonstrate their learning and understanding. The *History and Social Science Standards of Learning* and the Standards of Learning assessment program form the core of the Virginia Board of Education's efforts to strengthen public education across the Commonwealth and to raise the level of academic achievement of all Virginia students.

Kindergarten

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

The Standards for Kindergarten students focus on the local community and include an introduction to basic concepts and knowledge related to history, geography, civics, and economics. During the course of their first year in school, students will learn about their role as a responsible citizen in their community and the importance of following rules and respecting the rights and property of others. Students will learn basic concepts related to history, civics, geographic location, and economics. Students will learn the importance of community traditions, responsible citizenship and patriotism, and making economic choices.

Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking, additional context and resources, sample learning experiences, and formative and summative assessments.

Essential Skills for Kindergarten

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. viewing and exploring information sources that include, but are not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. contextualizing through organizing and sequencing sources to understand the past and present;
- c. applying geographic skills to identify and understand geographic features;
- d. questioning and using critical thinking skills to ask appropriate questions to solve a problem;
- e. comparing and contrasting people, places, or events;
- f. recognizing direct cause-and-effect relationships;
- g. using a decision-making model to make informed economic decisions;
- h. practicing responsible citizenship skills and recognizing the individual rights of self and others while contributing to various communities; and
- i. developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Communities, Citizenship, Traditions, and Symbols

The student will consider

- *How do individuals contribute to their communities?*
- *How do communities express patriotism?*

K.2 The student will apply history and social science skills to recognize and demonstrate that being a responsible citizen involves

- a. practicing honesty, self-control, and showing kindness to others;
- b. taking responsibility for one's actions;
- c. following rules and understanding there are consequences when rules are not followed;
- d. taking care of personal belongings and respecting what belongs to others;
- e. taking turns, sharing, and working well with others to successfully participate in group settings; and
- f. contributing one's time and talents to help others in their homes, schools, and communities

through jobs and volunteering.

K.3 The student will apply history and social science skills to develop an understanding of how communities express patriotism through symbols, including, but not limited to

- a. recognizing the American flag;
- b. recognizing the Pledge of Allegiance; and
- c. knowing that the president is the leader of the United States and identifying the current president.

History

The student will consider

- *How has my community changed over time?*
- *What makes holidays and traditions special?*

K.4 The student will apply history and social science skills to develop an understanding of what makes each community special, including, but not limited to classroom, school, town, and county, by

- a. identifying examples of historical events, stories, and narratives that describe the development of various communities; and
- b. identifying the various ways in which leaders or everyday people contribute to their communities over time.

K.5 The student will apply history and social science skills to develop an understanding of how communities honor local traditions and recognize and celebrate holidays, including, but not limited to

- a. Veterans Day;
- b. Indigenous Peoples' Day and Columbus Day;
- c. Thanksgiving Day;
- d. Martin Luther King, Jr. Day;
- e. George Washington's Birthday (commonly known as Presidents' Day);
- f. Juneteenth; and
- g. Independence Day (Fourth of July).

Geography

The student will consider

- *How does knowing the location of people, places, and events help us?*
- *How do we use a map or globe to help us know where we are or where something is located?*
- *How does where a person lives influence how they live?*

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, with emphasis on near/far, above/below, left/right, behind/in front, next to, in between, and over/under.

K.7 The student will apply history and social science skills to develop an awareness of maps and globes by

- a. identifying the similarities and differences between a map and a globe;
- b. locating and explaining basic map symbols;

- c. locating and explaining land and water features;
- d. identifying places and objects of a familiar area; and
- e. describing places and geographic locations referenced in historical events, stories, and narratives.

K.8 The student will apply history and social science skills to describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

The student will consider

- *How do people make choices about time and money?*

K.9 The student will apply history and social science skills to gain an understanding of economic principles by

- a. explaining that many people work to earn money to buy the things they need and want; and
- b. recognizing that people make choices because they cannot have everything they want.

Grade One

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

The standards for Grade One expand the students' understanding of community and citizenship to focus on the larger community of the Commonwealth of Virginia. During the course of study, students will explore the contributions of diverse groups of people, both past and present, in their communities and in the Commonwealth. Students will apply traits of responsible citizenship by understanding their role in communities. Students will explore symbols, holidays and traditions that unite a community. Students will develop basic map skills and expand their understanding of how people make economic choices.

Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking, additional context and resources, sample learning experiences, and formative and summative assessments.

Essential Skills

1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. viewing and exploring information sources that include, but not limited to, artifacts, primary/secondary sources, charts, graphs, and diagrams;
- b. contextualizing sources to understand the past and present by organizing and sequencing information to understand people, places and events;
- c. applying geographic skills to identify and understand geographic features;
- d. questioning and using critical thinking skills to summarize points and evidence to answer a question;
- e. comparing and contrasting people, places, or events;
- f. determining cause and effect to make connections and understand relationships between past and present;
- g. using a decision-making model to make informed economic decisions;
- h. practicing responsible citizenship skills and recognizing individual rights of self and others while contributing to various communities; and
- i. developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

The Commonwealth, Citizenship, Traditions, and Symbols

The student will consider

- *How do responsible citizens contribute to their communities?*
- *How can symbols represent a nation, state, or community?*
- *What makes holidays and traditions special?*

1.2 The student will apply history and social science skills to apply the traits of a responsible citizen by

- a. being inclusive and accepting of others in respect to differences in ethnic origins, customs, and traditions;
- b. recognizing the purpose of rules and practicing self-control;
- c. taking responsibility for one's own actions, valuing honesty, truthfulness and kindness in oneself and others;

- d. participating successfully in group settings and decision making to contribute to a larger community;
- e. working hard to contribute their time and talents to their communities; and
- f. understanding that local and state government leaders can be elected by voters.

1.3 The student will apply history and social science skills to explain symbols and traditional practices that honor and foster patriotism in the United States, the Commonwealth of Virginia, and local communities by

- a. describing why people have symbols and traditions;
- b. recognizing the Virginia flag, cardinal, Richmond's Capitol Building and Capital Square, Dogwood Tree;
- c. recognizing the Pledge of Allegiance; and
- d. explaining what the stars and stripes signify on the American flag.

1.4 The student will apply history and social science skills to explain how communities honor local and state traditions and celebrate holidays, including, but not limited to

- a. Indigenous Peoples' Day and Columbus Day;
- b. Veterans Day;
- c. Thanksgiving Day;
- d. Martin Luther King, Jr. Day;
- e. George Washington's Birthday (commonly known as Presidents' Day);
- f. Memorial Day;
- g. Juneteenth; and
- h. Independence Day (Fourth of July).

History

The student will consider

- *How has Virginia's story changed over time?*
- *What do the stories of people tell us about the past?*
- *In what ways do Virginia's diverse people continue to contribute to their communities today?*

1.5 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 colony at Jamestown;
- c. describing how various communities in Virginia have changed over time.

1.6 The student will apply history and social science skills to describe the stories of people in the history of Virginia and their contributions to various communities and the Commonwealth including, but not limited to

- a. Powhatan;

- b. Pocahontas;
- c. George Washington;
- d. Thomas Jefferson;
- e. John Mercer Langston;
- f. Maggie L. Walker;
- g. Arthur R. Ashe Jr.;
- h. Lawrence Douglas Wilder; and
- i. Barbara Johns.

Geography

The student will consider

- *How do maps and globes tell us more about our community, state, nation, and world?*
- *How do the geographic features of where we live affect how we live?*

1.7 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 and describing the geographic location of Virginia and the United States on maps and globes;
- d. locating Washington, D.C. and Richmond on Virginia and United States maps; and
- e. constructing simple maps, including a title, map legend or key, and compass rose.

1.8 The student will apply history and social science skills to develop a geographic understanding by

- a. locating Virginia to determine its climate and connecting to the four distinct seasons; and
- b. locating and describing how landforms of Virginia affect the way people live.

Economics

The student will consider

- *How do people make choices to get the things they need and want?*

1.9 The student will apply history and social science skills to explain how individuals and communities 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; and
- d. describing why people must make choices because they cannot have everything they need or want.

Grade Two

Introduction to History and Social Science: *Focus on the United States*

The standards for Grade Two continue to expand the students' understanding of community and citizenship to focus on the United States. During the course of study, students will explore the role of laws and rights in developing community rules and their rights and responsibilities in the community. Students will develop a basic understanding of the geographic features on maps and how resources affect the United States. Students will explore the past and present to focus on the contributions of Indigenous peoples, as well as the people and innovations that changed the United States over time.

Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking, additional context and resources, sample learning experiences, and formative and summative assessments.

Essential Skills

2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. identifying types of information sources and using artifacts, primary/secondary sources, charts, graphs, diagrams, etc;
- b. contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details;
- c. applying geographic skills to identify and understand geographic features;
- d. questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations;
- e. comparing and contrasting ideas and perspectives;
- f. determining cause and effect to make connections and understand relationships between past and present;
- g. using a decision-making model to make informed economic decisions;
- h. practicing responsible citizenship skills and recognizing individual rights of self and others while contributing to various communities; and
- i. developing fluency in content vocabulary, comprehension of verbal, written, and visual sources.

Citizenship, Traditions, and Symbols

The student will consider

- *How can a responsible citizen contribute to the United States of America?*
- *How can individuals contribute to the common principles of the United States of America?*
- *How might people honor and celebrate traditions and events of the past?*

2.2 The student will apply history and social science skills to explain the rights, responsibilities, and characteristics of a responsible citizen including learning about the meaning of the words chosen in the Pledge of Allegiance and national symbols, including, but not limited to the

- a. American flag;
- b. Liberty Bell; and
- c. Bald eagle.

2.3 The student will apply history and social science skills to understand that people in the United States of America

- a. make contributions to their local, state, and national communities;
- b. may vote in elections;
- c. are united by common principles; and
- d. have individual rights to express oneself and practice freedom of religion.

2.4 The student will apply history and social science skills to explain why people in the United States recognize, acknowledge, and celebrate significant events, including, but not limited to

- a. Labor Day;
- b. Constitution Day;
- c. Indigenous Peoples' Day (Columbus Day);
- d. Veterans Day;
- e. Thanksgiving Day;
- f. Martin Luther King, Jr. Day;
- g. George Washington's Birthday (commonly known as Presidents' Day);
- h. Memorial Day;
- i. Juneteenth; and
- j. Independence Day (Fourth of July).

Geography of the United States

The student will consider

- *How might geographical features influence daily life for people?*

2.5 The student will apply history and social science skills to develop geographic mapping skills using globes and maps of the world and the United States 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.

Economic Principles

The student will consider

- *In what ways do people use natural, human, and capital resources to get what they need or want?*

2.6 The student will apply history and social science skills to develop an understanding of basic economic principles by

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

History: Contributions and Innovations of Change-makers

The student will consider

- *How have the contributions of Indigenous Peoples influenced the world and our ways of life?*
- *In what ways do innovations influence our lives?*
- *How have some individuals and institutions changed the lives of Americans?*
- *How can our actions and choices have a lasting impact on the world?*

2.7 The students will use history and social science skills to locate 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; and
- c. Indigenous Nations and tribes of the Southwest.

2.8 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.

2.9 The student will apply history and social science skills to describe how the contributions, actions or choices of innovators, political leaders, and other change-makers influenced and shaped American history, including, but not limited to

- a. **Christopher Columbus**;
- b. **Benjamin Franklin**;
- c. George Washington Carver;
- d. Helen Keller;
- e. Thurgood Marshall;
- f. Jackie Robinson;
- g. Martin Luther King, Jr.;
- h. Cesar Chavez;
- i. Rosa Parks; and
- j. Ruby Bridges.

Grade Three

Introduction to History and Social Science: *Focus on the World*

The standards for Grade Three continue to expand the students' understanding of community and citizenship to explore ancient cultures and the world. During the course of study, students will also examine the basic structures of the Virginia and United States government, connect to ancient societies, and apply citizenship traits to determine the role of a citizen in government. Students will develop a basic understanding of the geographic features throughout the world and apply economic decision making to determine the impact of resources on trade and specialization of ancient cultures and connect the past to the present. Students will make connections over time and place by exploring the ancient societies of Egypt, Greece, China, Rome, and Mali to understand their contributions to the modern world.

Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking, additional context and resources, sample learning experiences, and formative and summative assessments.

Essential Skills

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. identifying artifacts and primary and secondary sources to understand events in world cultures;
- b. contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details;
- c. **applying geographic skills** to understand the connection between geographic features and Human-environmental interactions;
- d. questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations;
- e. **comparing and contrasting ideas and perspectives** to better understand people or events in world culture;
- f. **determining cause and effect** to analyze multiple **connections between past and present**;
- g. using a decision-making model to identify costs and benefits of a specific choice made;
- h. practicing ethical use of the internet, intellectual property, and various materials; and
- i. accessing a variety of information sources to defend positions using content vocabulary and reliable evidence.

Citizenship, Traditions, and Celebrations

The student will consider

- *How can a responsible citizen influence the communities they belong to in meaningful ways?*
- *How do governments represent the people they serve?*

3.2 The student will apply history and social science skills to explain the rights, responsibilities, and characteristics of a responsible citizen and explore ways to influence their communities in meaningful ways by

- a. respecting and protecting the rights and property of others;
- b. taking part in the voting process when making classroom decisions;

- c. describing actions that can improve the school and community;
- d. demonstrating self-discipline and self-reliance;
- e. practicing honesty and trustworthiness; and
- f. describing the purpose of rules and need for responsible online usage.

3.3 The student will apply history and social science skills to recognize the purpose, role, and responsibilities of government in the local community, Virginia, and the United States of America by:

- a. explaining why we have governments;
- b. explaining what governments do; and
- c. explaining how local, state and national governments are organized.

Geography

The student will consider

- *How might geographical features influence daily life for people?*
- *How does where a person lives affect how they live?*

3.4 The student will apply history and social science skills to identify and describe major geographic features (rivers, mountain ranges, deserts, etc.) of continents using a variety of geographic tools.

- a. North America;
- b. South America;
- c. Africa;
- d. Asia;
- e. Europe;
- f. Australia; and
- g. Antarctica.

Economics

The student will consider

- *How do our economic decisions influence the global community?*

3.5 The student will apply history and social science skills to demonstrate an understanding of how people are affected by various economic concepts such as resources (natural, human, and capital), goods and services, supply and demand, specialization, economic choices, and opportunity cost.

History

The student will consider

- *How can innovations change the way of life for people?*
- *How can contributions and accomplishments of people in the past continue to influence our world today?*
- *How can resources and geographic location increase the wealth and power of a society?*

3.6 The student will apply history and social science skills to describe and analyze aspects of ancient Egypt and understand contributions to the modern world, including

- a. politics and government;
- b. geography;
- c. society and culture;
- d. arts and architecture;
- e. daily life;
- f. innovations, inventions, and contributions; and
- g. economic systems.

3.7 The student will apply history and social science skills to describe and analyze aspects of ancient China and understand contributions to the modern world, including

- a. politics and government;
- b. geography;
- c. society and culture;
- d. arts and architecture;
- e. daily life;
- f. innovations, inventions, and contributions; and
- g. economic systems.

3.8 The student will apply history and social science skills to describe and aspects of ancient Greece and understand contributions to the modern world, including

- a. politics and government;
- b. geography;
- c. society and culture;
- d. arts and architecture;
- e. daily life;
- f. innovations, inventions, and contributions; and
- g. economic systems.

3.9 The student will describe and analyze aspects of ancient Rome and understand contributions to the modern world, including

- a. politics and government;
- b. geography;
- c. society and culture;
- d. arts and architecture;
- e. daily life;
- f. innovations, inventions, and contributions; and
- g. economic systems.

3.10 The student will apply history and social science skills to describe and analyze aspects of ancient Mali and understand contributions to the modern world, including

- a. politics and government;
- b. geography;
- c. society and culture;

- d. arts and architecture;
- e. daily life;
- f. innovations, inventions, and contributions; and
- g. economic systems.

Draft

Virginia Studies

Introduction to History and Social Science: Focus on the Community

The Standards for Virginia Studies develop student understanding of Virginia from the Indigenous peoples who first inhabited the region to present day Virginia with emphasis on the diverse perspectives of the various people who have been part of Virginia's story. During the course of study, students will examine the basic geographic features of the region, the histories of Virginia's Indigenous peoples, the impact of English colonization, the arrival of Africans and origins of the system of chattel slavery, and the development of colonial society. Students will also examine the Virginia General Assembly/House of Burgesses, the first representative legislative body in North America; Virginia's role in the American Revolutionary War; and the essential role that key Virginians played in the development of the new American nation, particularly with respect to the Declaration of Independence and the U.S. Constitution. They will be able to connect those ideas and history to the expansion of Virginia and its role in the Civil War, and how Virginia grew through the 21st century and the challenges and opportunities that Virginia has faced throughout its development. Students will also examine the contributions of change-makers, dissenters, innovative ideas, and technological, economic and political advancements to the nation and world.

Refer to the Curriculum Framework for instructional guidance on how to incorporate the skills of historical thinking, additional context and resources, sample learning experiences, and formative and summative assessments.

Essential Skills for Virginia Studies

VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from multiple information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, diagrams to understand events in Virginia history;
- b. contextualizing sources to understand the past and present by corroborating and evaluating for accuracy, credibility, bias, and propaganda to support an understanding of events in Virginia history;
- c. applying geographic skills to determine and/or predict patterns and trends in Virginia history;
- d. questioning and using critical thinking skills to construct arguments using evidence from multiple sources;
- e. comparing and contrasting ideas and cultural perspectives in Virginia history;
- f. determining cause and effect to analyze multiple connections between past and present;
- g. analyzing and explaining decisions made in the past;
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and
- i. investigating and researching to develop products orally and in writing that reflect learning.

Virginia's Geography

The student will consider

- *How did Virginia's physical geography benefit or challenge its past inhabitants?*
- *How does Virginia's physical geography benefit or challenge its present inhabitants?*

- *How have Virginia's inhabitants affected its environment?*

VS.2 The student will apply history and social science skills to examine and explain the relationship between Virginia's 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 effects that Virginia's water features have had on its history, economy, and culture.

Virginia's First Peoples

The student will consider

- *How did European settlement affect Indigenous communities and cultures?*

VS.3 The student will apply history and social science skills to describe the Indigenous peoples' nations and tribes of Virginia by

- a. examining the evidence left by peoples of the past and describing how archaeologists have recovered artifacts from important places in the history of Virginia's Indigenous peoples (e.g., Werowocomoco);
- b. describing the three most prominent Indigenous language groups (the Algonquian, the Siouan, and the Iroquoian) and locating them on a map of Virginia;
- c. describing the physical environment of and the relationships and interactions among the Indigenous peoples in Virginia, circa 1600; and
- d. describing the changes, contributions, challenges, and the diversity of Virginia's Indigenous peoples leading to the present day.

English Colonization

The student will consider

- *How do economic motives shape the choices people make?*
- *What were the impacts of English colonization on different groups of people?*

VS.4 The student will apply history and social science skills to examine and explain the causes and effects of events associated with the first permanent English settlement in North America by:

- a. explaining the reasons for English colonization;
- b. describing the geographic influences on the decision to settle at Jamestown;
- c. describing examples of conflict and cooperation between the English colonists and the Indigenous peoples, 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;
- e. evaluating the process and impact of the arrival of Africans and English women to the Jamestown settlement; and
- f. identifying the significance of the Virginia General Assembly (1619) as the first representative legislative body in English America.

The Virginia Colony

The student will consider

- *How did different groups of people experience the growth of the colony of Virginia?*
- *How did different cultures contribute to the makeup of the Virginia colony?*

VS.5 The student will apply history and social science skills to analyze life in the Virginia colony by

- examining the importance and influence of agriculture;
- describing the hereditary slave law passed by the Virginia General Assembly in 1662 and the following series of laws that established the legality of owning human beings as property, beginning the practice of inter-generational slavery;
- examining how the culture of colonial Virginia reflected the cultures of Indigenous peoples, Europeans (English, Scots-Irish, German) immigrants, and Africans;
- explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg;
- describing ways people exchanged goods and services for their wants and needs; and
- comparing and contrasting the diverse experiences of everyday life during the 1700s.

Virginia and the American Revolution

The student will consider

- *How did different ideas about the concept of freedom affect the relationship between Great Britain and the English colonies?*
- *What was Virginia's role in the American Revolution?*
- *How did Virginians experience the American Revolution in different ways?*

VS.6 The student will apply history and social science skills to analyze the role of Virginia and Virginians in the American Revolution and the beginning of the new nation by:

- examining the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
- examining the various experiences of Virginians during the Revolutionary War era;
- identifying the reasons for the relocation of Virginia's capital from Williamsburg to Richmond; and
- identifying the importance of the American victory at Yorktown.

Virginia and the New Nation

The student will consider

- *What gives words power?*
- *How did Virginians contribute to the establishment and growth of the United States?*

VS.7 The student will apply history and social science skills to analyze the role of Virginians in the growth of the new American nation by

- evaluating the ideas and principles in the founding documents of Virginia (Virginia Declaration of Rights and the Virginia Statute for Religious Freedom) and their influence on the founding principles of the United States;
- examine the influences and contributions of Thomas Jefferson, James Madison (Father of the Constitution), George Mason, and George Washington (Father of Our Country);

- c. describing the purpose and functions of the three branches of the United States government and Virginia's current state government; and
- d. analyzing the influence of geography and technological advances on migration and its impact on Virginians.

Virginia and the Divided Nation

The student will consider

- *Why might people risk their lives for a cause?*
- *How did Virginians experience and contribute to the Civil War?*

VS.8 The student will apply history and social science skills to analyze the events that divided our nation and led to the Civil War by:

- a. evaluating the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
- b. evaluating Virginia's role in the war, including identifying major battles that took place in Virginia; and
- c. evaluating the different experiences of people, including, but not limited to Indigenous peoples, whites, and enslaved and free Blacks.

Virginia and Reconstruction

The student will consider

- *What were the hopes for and the challenges to rebuilding Virginia after the Civil War? How did these hopes vary among different groups in the state?*

VS.9 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by

- a. examining the effects of Reconstruction on life in Virginia;
- b. explain the process of the abolition of slavery (including the 13th Amendment to the Constitution);
- c. analyzing the shifts in African American political representation and participation after the Civil War;
- d. describing the effect of the Supreme Court's Plessy v. Ferguson decision; and
- e. analyzing the effects of Jim Crow segregation on life in Virginia.

Change and Growth of Virginia

The student will consider

- *How has Virginia changed over time?*

VS.10 The student will apply history and social science skills to understand the ways Virginia became interconnected and diverse by

- a. explaining the importance of railroads, new industries, and the growth of cities to Virginia's economic development in the late 1800s;
- b. explaining the economic and social transition from a rural society to a more urban society and how those changes affected the work lives of Virginians; and

- c. evaluating how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens.

Civil Rights in Virginia

The student will consider

- *How can ordinary people change the world?*

VS.11 The student will apply history and social science skills to describe the Civil Rights Movement in Virginia by

- a. explaining the social and political events connected to desegregation and Massive Resistance in national history, including, but not limited to the 1951 Farmville protest, the Supreme Court’s *Brown v. Board of Education* decision; and
- b. investigating the political, social, or economic impacts and choices made by Virginians, such as but not limited to Maggie L. Walker, Oliver W. Hill, Sr., Arthur R. Ashe, Jr., Barbara Johns, A. Linwood Holton, Jr., Richard and Mildred Loving, and L. Douglas Wilder.

Virginia in the 20th Century and Beyond

The student will consider

- *How do Virginians contribute to and influence the global economy?*

VS.12 The student will apply history and social science skills to understand Virginia’s role in the global economy in the 2000s geography, and economics by

- a. examining the major products and industries of 21st Century Virginia; and
- b. exploring the impact of the ideas, innovations and advancements of Virginians on a global market.

United States History to 1865

The Standards for United States History to 1865 are generally covered in upper elementary or middle school grades (Grade 5 – 8). Students develop an understanding of the United States from the Indigenous Peoples who first inhabited the North American Continent to The Civil War in 1865 with an emphasis on the diverse perspectives of the various people who have been part of the history. Students will incorporate concepts of civics, economics, and geography as they analyze how the United States developed and changed. They will analyze the people, places, and events that shaped the country as well as examine the everyday life of diverse groups of people at separate times in the history of [what would become the United States](#). Students will study documents and speeches that laid the foundation for American ideals and institutions as well as examine resources from multiple perspectives that led to change over time. Throughout the chronological study of United States History, students will understand what the region was like prior to [European](#) settlement and the events that followed that led to the birth and growth of the United States.

Essential Skills

USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. [synthesizing evidence from multiple sources](#), including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand events in United States history;
- b. [contextualizing sources to understand the past and present](#);
- c. applying geographic skills to determine and/or predict patterns and trends of people, places, or events in United States history;
- d. [questioning and thinking critically to construct arguments using evidence from multiple sources](#);
- e. [comparing and contrasting historical, cultural, and political perspectives in United States history](#);
- f. [determining cause and effect to analyze multiple connections between past and present in United States history](#);
- g. using a decision-making model to analyze and explain the incentives and consequences of a specific choice made in United States history;
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and
- i. [investigating and researching to develop products to demonstrate learning](#).

Geography of North America

The student will consider

- *How does where we live affect how we live?*
- *What were the geographic opportunities and barriers on the North American continent?*

USI.2 The student will apply history and social science skills to:

- a. [locate North America in relation to the other continents, oceans](#);
- b. [locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range](#);

- c. locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and
- d. identify and analyze geographic regions and features that created opportunities and challenges for the present and future inhabitants of the North American continent.

Early Cultures of North America

The student will consider

- *What connects Indigenous People to their culture and environment?*
- *How prior to the arrival of Europeans, indigenous peoples dispersed across the various environments of North America.*
- *How does exploration lead to change?*
- *What was the impact of the Transatlantic Slave Trade on the Western hemisphere?*

USI.3 The student will apply history and social science skills to understand how early cultures developed throughout North America by

- a. describing how archaeologists have recovered artifacts of ancient settlements and later evidence of Indigenous peoples; and
- b. locating where Indigenous peoples lived prior to the arrival of Europeans, with emphasis on how the various geographic regions they inhabited influenced their daily lives.

USI.4 The student will apply history and social science skills to understand and explain European exploration and colonization in North America by

- a. describing the motivations for, obstacles to, and accomplishments of Dutch, Spanish, French, Portuguese, and English explorations; and
- b. evaluating cultural and economic interactions between Europeans and Indigenous peoples that led to cooperation and conflict, with emphasis on the Indigenous and European conceptions of land ownership.

USI.5 The student will apply history and social science skills to understand West Africa and its connections with the Western Hemisphere by

- a. identifying the location and describing the characteristics of the West African kingdoms of Ghana, Mali, and Songhai before European exploration;
- b. describing the forced arrival of the first Africans to British North America at Fort Monroe;
- c. understanding how race-based chattel slavery differed from forms of slavery in other parts of the world;
- d. examining the impact of the Transatlantic Slave Trade on the Western hemisphere; and
- e. identifying the challenges and hardships of enslaved people in the Western hemisphere.

Colonial America and the American Revolution

The student will consider

- *Did colonial America create opportunities for all?*
- *Was the Revolutionary War necessary or avoidable?*

USI.6 The student will apply history and social science skills to understand the social, political, religious, economic, and geographic factors that shaped colonial America by

- a. describing the characteristics of and differences among the New England, the Mid-Atlantic, and the Southern colonies;
- b. comparing life from the perspectives of various groups, including, but not limited to large landowners, farmers, artisans, merchants, women, indentured servants, Indigenous peoples and enslaved and free Blacks;
- c. evaluating the specialization and interdependence of the regions on one another; and
- d. understanding the changing political and economic relationships between the colonies and Great Britain.

USI.7 The student will apply history and social science skills to understand the causes and results of the American Revolution by

- a. identifying the causes and effects of the French and Indian War;
- b. comparing and contrasting the viewpoints of Loyalists and Patriots;
- c. explaining the political, social, and economic issues of dissatisfaction that led to the American Revolution;
- d. describing how political ideas and cultural experiences shaped the revolutionary movement in America and led to the Declaration of Independence, including, but not limited to “taxation without representation,” inalienable rights, and the Great Awakening;
- e. evaluating the influence of key events, including, but not limited to the Boston Tea Party, Boston Massacre, the Stamp Act, Dunmore’s Proclamation, and the Olive Branch Petition;
- f. describing the influence of individuals, including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, George III, Phyllis Wheatley Peters, Abigail Adams, Crispus Attucks, James Armistead Lafayette and the Marquis de Lafayette; and
- g. explaining the course of events in the war, including, but not limited to major battles such as Lexington, Concord, Bunker Hill, Trenton, and Yorktown, and reasons why the colonies were able to defeat Great Britain.

A New Nation and Its Expansion

The student will consider

- *What is necessary to create a successful government?*
- *How was expansion an opportunity for growth for the new nation and a devastating loss for many?*

USI.8 The student will apply history and social science skills to understand 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. analyzing the historical development of the Constitution of the United States;
- c. describing the significance of the Constitutional Convention with emphasis upon the compromises that lead to its ratification, including, but not limited to the Three-Fifths Compromise and the Great Compromise;
- d. explaining the debate over ratification of the Constitution and the reasons for the addition of the Bill of Rights; and

- e. comparing and contrasting the three branches of the United States government with emphasis on the concept of checks and balances.

USI.9 The student will apply history and social science skills to understand westward migration 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 acquisitions of Florida, Texas, Oregon, and California;
- b. explaining how geographic and economic factors influenced westward migration;
- c. explaining the motivating factors behind westward migration;
- d. analyzing the impact of westward migration on Indigenous peoples, including, but not limited to the Removal Act, Trail of Tears, and the Seminole Wars;
- e. describing the role of key people, including Principal Chief John Ross, Osceola, and President Andrew Jackson;
- f. identifying American innovators and their inventions, including, but not limited to the cotton gin, the reaper, the steamboat, the telegraph, and the steam locomotive; and
- g. explaining how expansion led to increased momentum for reform movements, including, but not limited to the abolitionist and women's suffrage movements.

The Civil War

The student will consider

- *How can disagreements lead to compromise or conflict?*

USI.10 The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by

- a. describing how slavery impacted the cultural, economic, and constitutional issues that divided the nation;
- b. describing how agriculture and industry affected or perpetuated slavery;
- c. explaining how the geographical expansion of the United States amplified the country's division over the issue of slavery;
- d. explaining the catalyst for secession and the factors that led individual states to remain in the Union or join the Confederacy;
- e. describing-how individuals influenced the course of the Civil War, including, but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William Tecumseh Sherman, Clara Barton, Dorothea Dix, Elizabeth Van Lew, Mary Bowser, Robert Smalls, and Frederick Douglass;
- f. describing critical developments in the war, including strategic decisions associated with major battles; and
- g. evaluating the effects of war from a range of perspectives, including, but not limited to Union and Confederate soldiers, Indigenous peoples, women, and the impact of the Emancipation Proclamation and Juneteenth on enslaved African Americans.

United States History: 1865 to the Present

United States History: 1865 to the Present is often taught in the middle school grades, and sequenced after United States History to 1865. Students will continue to develop and utilize historical and geographical analysis skills 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 course provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes. This course also emphasizes the historical thinking skills required for geographic analysis, economic decision making, and responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Essential Skills for United States History: 1865 to the Present

USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources, including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand events in United States history.
- b. contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in United States history.
- c. applying geographic skills to determine and predict patterns and trends of people, places, or events in United States history.
- d. questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. comparing and contrasting historical, cultural, and political perspectives in United States history.
- f. determining cause and effect to analyze multiple connections between past and present in United States history.
- g. using a decision-making model to analyze and explain the incentives and consequences of a specific choice made in United States history.
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good.
- i. investigating and researching to develop products orally, and in writing to demonstrate learning.

Westward Migration and its Impact on Indigenous Peoples

The student will consider

- *What are the benefits and challenges of movement?*

USII.2 The student will apply history and social science skills to examine how perceptions changed about westward migration after the mid-19th century by

- a. identifying the motivations for westward migration, and the political, social, and economic effects;
- b. explaining how technology enabled settlers to adapt to the physical features and climate of the West; and

- c. examining the impact of western **migration** on Indigenous peoples.

Effects of Reconstruction

The student will consider

- *What is the legacy of Reconstruction?*

USII.3 The student will apply history and social science skills to understand the effects of Reconstruction on American life by

- a. analyzing the goals and effects of the Thirteenth, Fourteenth, and Fifteenth Amendments, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, and **their impacts on definitions** of citizenship in America;
- b. **analyzing** the legacies of Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
- c. describing the role of Black politicians during Reconstruction, **including, but not limited to Hiram Revels, Blanche Bruce, and Robert Smalls;**
- d. **Describing** racial segregation, the rise of Jim Crow, and **political, legal, and economic constraints** faced by African Americans and other groups during post-Reconstruction;
- e. detailing the rise of violence and intimidation of Black Americans, **including, but not limited to lynching and armed conflict, the formation and actions of hate groups such as the Ku Klux Klan;**
- f. analyzing African American responses to Jim Crow, **including, but not limited to Ida B. Wells Barnett, W.E.B. DuBois, and Booker T. Washington;** and
- g. explaining **the role** the presidential election in 1876 played in **finalizing the overthrow of Reconstruction governments.**

Industrialization and Growth

The student will consider

- *How do societies respond to rapid change?*
- *What is the relationship between the United States’ national interests and involvement in world affairs?*
- *Which has the greatest impact on change: conflict, cooperation, or innovation?*

USII.4 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, **the environment**, transportation, and industrial development from 1865 to the present day;
- b. describing the impact of new inventions, the rise of big business, **the Transcontinental Railroad**, the growth of industry, and the changes to life on American farms to industrialization;
- c. detailing **the reasons for and reactions to** the increase in immigration in the 19th century, **including, but not limited to the Chinese Exclusion Act and the restrictions enacted in 1921 and 1924.**
- d. describing the growth of cities and the challenges that the expansion caused;
- e. **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;**
- f. 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;
- g. explaining the effect of Populism in the United States and Virginia; and

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

USII.5 The student will apply history and social science skills to explain how the United States gained international power and expanded its sphere of international influence from the late nineteenth century through World War I by:

- a. explaining the growth of United States' territories, including the **causes and effects** of the Spanish-American War;
- b. describing **United States** foreign policy and **territorial expansion**, including, but not limited to the expansion of **the Roosevelt corollary** to the Monroe Doctrine and the Panama Canal;
- c. analyzing the major **causes and consequences** of **World War I** and examining the roles of key leaders and groups, including, but not limited to the use of wartime propaganda, the Espionage Act, **Red Summer**, and the **Tulsa Race Massacre**;
- d. evaluating **the debate over** United States' involvement in World War I and its international leadership role at the conclusion of the war, **including, but not limited to Woodrow Wilson's Neutrality Acts, Fourteen Points, League of Nations; and**
- e. explaining how post-war sanctions set the stage for World War II.

USII.6 The student will apply history and social science skills to understand the social, economic, and technological changes of the early twentieth century by

- a. **evaluating the** developments in factory and labor productivity and **labor relations (including the rise of the CIO)**, transportation (including the use of the automobile and **growth of urban mass transit**), communication, and rural electrification and **their impact on** American life and standard of living;
- b. describing the social and economic changes **of the early twentieth century, including, but not limited to**, the Great Migration, **racial segregation in northern and western cities, the evolution of immigrant communities, and Prohibition.**
- c. **analyzing** the importance of Women's Suffrage and key events that led to the Nineteenth Amendment, **including, but not limited to the roles of** Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Elizabeth Cady Stanton, Sojourner Truth, and Ida B. Wells;
- d. examining art, literature, and music from the 1920s and 1930s, including, but not limited to **jazz and the Harlem Renaissance;**
- e. analyzing the **causes** of the "Roaring Twenties", the Great Depression, and the **Dust Bowl** and their effects on Americans' lives; and
- f. describing the major features of Franklin D. Roosevelt's New Deal **from multiple perspectives.**

The Second World War and America's Transformation

The student will consider

- *Did World War II assure freedom and "the supremacy of human rights everywhere"?*

USII.7 The student will apply history and social science skills to understand the major causes and effects of World War II by

- a. explaining the rise and spread of militarism, **fascism**, and totalitarianism internationally

- b. explaining the causes of the war, including, but not limited to the policy of appeasement towards Nazi Germany, the [rise of Japanese aggression](#), and the attack on Pearl Harbor that led to American involvement in the war;
- c. locating and describing the major events and turning points of the war in Europe and the Pacific;
- d. evaluating the roles and sacrifices of individual American military service [members](#), as well as the unique contributions of special fighting forces, [including, but not limited to the Tuskegee Airmen, the Code Talkers, Women’s Auxiliary Corps, and the Nisei Regiments](#);
- e. assessing the impact of the war on the home front, including, but not limited to [the incarceration of Japanese Americans, racially motivated attacks, and increasing roles for women in the workforce](#).
- f. examining the Holocaust (Hitler’s “Final Solution”) and the United States’ response.
- g. examining the Manhattan Project and [President Truman’s decision to use atomic bombs against Japan](#)

USII.8 The student will apply history and social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- a. describing the rebuilding of Europe and Japan after World War II, the Marshall Plan, and the establishment of the United Nations;
- b. examining the development of the United States and the Soviet Union as superpowers leading to the beginning of the Cold War, [including, but not limited to differences in their forms of government and their economies](#);
- c. describing the competition for space exploration and nuclear capability;
- d. analyzing the role of the United States in defending freedom during the Cold War, including the Berlin airlift, the wars in Korea and Vietnam, the Cuban missile crisis, and the collapse of communism in Europe;
- e. describing the changing patterns of American society, including, but not limited to expanded educational and economic opportunities for military veterans, women, and minorities;
- f. [analyzing the causes and effects of urban renewal, the growth of suburbs, and the development the interstate highway system; and](#)
- g. evaluating and explaining the impact of technological advances [and international trade](#) during and after [World War II](#).

Contemporary America

The student will consider

- *How does the United States secure its foundational principles at home and promote them abroad in the 21st Century?*

USII.9 The student will apply history and social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

- a. examining the impact of social reform efforts, including, but not limited to the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the Women's Rights Movement;
- b. describing the development of new technologies in communication, entertainment, and business and their impact on American life;

- c. analyzing how many citizens have influenced America scientifically, culturally, academically, and economically;
- d. examining key events of the time, including, but not limited to the Apollo Missions and landing on the moon, the assassination of John F. Kennedy, creation of public sector labor unions, Nixon's resignation;
- e. analyzing the **events and impacts** of the September 11, 2001 attack on America and the Global War on Terror;
- f. analyzing the impact of twenty-first century historical events, including, but not limited to the 2008 financial crisis, the Affordable Care Act, racial tensions and conflicts over American memory, the Unite the Right Rally, and the January 6th United States Capitol attack;
- g. **appraising** American foreign policy, immigration, **climate literacy, data science**, and other emerging issues; and
- h. recognizing the diversity of the contemporary United States, its ongoing challenges and the contributions and achievements of different communities.

Civics and Economics

The Standards for Civics and Economics develop student understanding of the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with 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 focus on individual rights and responsibilities to understand traits such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, which facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Essential Skills for Civics and Economics

CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources, including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand civics and economics.
- b. contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in civics and economics.
- c. applying geographic skills to determine and predict patterns and trends of people, places, or events.
- d. questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. comparing and contrasting historical, cultural, and political perspectives.
- f. determining cause and effect to analyze multiple connections between past and present.
- g. using a decision-making model to analyze and explain the incentives and consequences of a specific choice made.
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good.
- i. investigating and researching to develop products orally, and in writing to demonstrate learning.

American Constitutional Government

The student will consider

- *How do fundamental political principles affect everyday life?*
- *How did earlier documents influence the Constitution of the United States and the Bill of Rights?*

CE.2 The student will apply history and social science skills to explain the foundations of American constitutional government by

- a. explaining the fundamental principles of consent of the governed, limited government, rule of law, representative democracy, and constitutional republic;
- b. evaluating the role of the Magna Carta, the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statute for Religious Freedom, the Declaration of

Independence, and the Articles of Confederation in shaping the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;

- c. Compare and contrast debates, compromises, and plans surrounding the drafting and ratification of the United States Constitution;
- d. describing the purposes for the United States Constitution as stated in its Preamble; and
- e. describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Citizenship and Civic Life

The student will consider

- *How does completing our civic duties and responsibilities serve the common good?*
- *How can individuals be responsible members of their community?*

CE.3 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 of the law under the Fifth and Fourteenth Amendments;
- c. describing the duties of citizenship, including obeying laws, paying taxes, defending the nation, and serving in court;
- d. explaining who is eligible to vote and why;
- e. examining the responsibilities of citizenship including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; and
- f. evaluating how participating in civic and social life addresses community needs and serves the public good.

CE.4 The student will apply history and social science skills to demonstrate personal character traits that facilitate thoughtful and effective respectful participation in civic life by practicing trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, accountability, and self-reliance; respect for the law; patriotism; active civic engagement; thoughtful decision making; and service in one's community.

The Political Process

The student will consider

- *Who has the greatest influence on the political process?*

CE.5 The student will apply history and social science skills to understand the political process at the local, state, and national levels of government by

- a. describing the functions of political parties;
- b. comparing and contrasting the similarities and differences of political parties;
- c. analyzing campaigns for elective office, with emphasis on the role of candidates, volunteers, the media, and voters;
- d. evaluating the role of campaign contributions and cost of campaigns;
- e. examining the history of and requirements for voter registration and practices; and

- f. describing the role of the Electoral College in the election of the president and vice president.

Federalism and Separation of Powers

The student will consider

- *How is power in the United States a shared responsibility?*
- *What issues cause tensions between the state and national government and how can this affect the daily lives of citizens?*
- *Why are local governments important?*
- *How does the dual court system strive to ensure justice for all?*
- *Does the media have a responsibility to the public?*

CE.6 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 national government;
- b. explaining the principle of separation of powers and the operation of checks and balances;
- c. understanding the lawmaking process; and
- d. analyzing the roles and powers of the executive branch as explained in Article II of the United States Constitution.

CE.7 The student will apply history and social science skills to analyze how American constitutional government functions at the state level by

- a. describing the structure and powers of the state government,;
- b. explaining the relationship of state governments to the national government in the federal system;
- c. understanding the lawmaking process; and
- d. analyzing the roles and powers of the executive branch and regulatory boards.

CE.8 The student will apply history and social science skills to analyze how American constitutional government functions at the local level by

- a. describing the structure and powers of the local government and explaining the local lawmaking process;
- b. explaining the relationship between local government and the state government; and
- c. describing the impact of international issues and events on local decision making.

CE.9 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 exercise of judicial review;
- b. describing the system of the state and federal courts and which types of jurisdiction each court possesses;
- c. articulating how due process protections seek to ensure justice; and
- d. comparing and contrasting civil and criminal cases.

CE.10 The student will apply history and social science skills to understand the role of the media and social media and their influence on local, state, and national governments by

- a. examining the impact of the media on public opinion and policy;

- b. demonstrating the role that individuals can play in the political process by expressing their opinions publicly via print or online media;
- c. evaluating the effect of social media on political campaigns, politics, and civic discourse;
- d. identifying the source of a piece of media and considering possible motivations or biases of its creator; and
- e. evaluating multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies.

Economic Decisions

The student will consider

- *Why can't we have everything we need and want?*
- *What choices do we make with our money?*
- *How should the government be involved in the economy?*

CE.11 The student will apply history and social science skills to understand how economic decisions are made in the marketplace and in daily life by

- a. explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and
- b. comparing and contrasting free market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on daily life

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

- a. describing the characteristics of the United States economy, including limited government, private property, profit, capital investment, markets, consumer sovereignty, and competition;
- b. describing the effect in a market economy of supply and demand on prices and availability of goods;
- c. understanding types of business organizations and demonstrating the role of entrepreneurship;
- d. charting the circular flow of the interactions among consumers (individuals), producers (businesses), and the government;
- e. understanding how financial institutions channel funds from savers to borrowers, including, but not limited to the concepts of debt, credit, and interest rates; and
- f. analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the effect of technological innovations.

CE.13 The student will apply history and social science skills to understand the role of government in the United States economy by

- a. examining the effects of competition in the marketplace;
- b. explaining how and why government provides certain goods and services;
- c. describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;
- d. analyzing 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 to protect consumers, labor, the environment, competition in the marketplace, and property rights;.

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

- a. identifying the talents, interests, and aspirations that can influence career choice;
- b. demonstrating the attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c. identifying abilities, skills (intellectual and physical), and education and the changing supply of and demand for them in the economy;
- d. examining the effect of technological change and globalization on career opportunities;
- e. evaluating the importance of academic education and life experience to one's intellectual development, 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, budgeting, purchases, contractual agreements, warranties, and guarantees; and
- g. describing the importance of equal opportunities for access to education and training.

World Geography

The Standards for World Geography focus on the study of the world's peoples, places, and environments, with an emphasis on global interactions and interdependence. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions, and propose solutions to current issues. Throughout the course, students will use the tools and thinking processes of geographers to help them analyze and understand how geography has influenced the development of the world.

Geographic skills provide the necessary tools and technologies for thinking geographically. They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, [geospatial data \(GIS\)](#) are essential tools of geography.

Essential Skills for World Geography

WG.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, [geospatial technologies including maps, GIS, GPS, imagery](#) and diagrams to obtain information about the world's countries, cities, and environments;
- b. contextualizing, corroborating, and evaluating sources for accuracy, credibility, bias, and propaganda to determine patterns and trends to understand the world's regions [from a geographic perspective](#);
- c. applying geographic skills to determine patterns, trends and characteristics of world regions;
- d. questioning and using critical thinking skills to construct arguments using evidence from multiple sources;
- e. using maps, [geospatial data](#), and other visual images to compare and contrast historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections between past and present and [understand the interaction between people and their environments](#);
- g. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- h. engaging and communicating as informed citizens to examine the [relationship](#) between personal interests and the common good; and
- i. investigating and researching to develop products orally, and in writing to demonstrate learning.

Introduction to Geography

The student will consider

- [How does geography help us understand our world?](#)
- [How does the geographic perspective inform decision making?](#)

WG.2 The student will apply history and social science skills to explain how geographic information and geospatial tools are used to make decisions by

- a. analyzing a variety of maps and data to describe the interaction between physical and human systems; and
- b. examining the ways culture and experience influence the perception of place.

Classifying and Identifying Regions

The student will consider

- *Why do regions form and change?*
- *How are regions used to organize and understand the world?*

WG.3 The student will apply history and social science skills to explain how people and places are organized by

- a. explaining how characteristics of regions have led to regional labels;
- b. analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions; and
- c. analyzing the factors that influence continuity and change in regions over time.

Population and Migration

The student will consider

- *What influences population distribution?*
- *What patterns can population shifts indicate?*
- *Why do people migrate?*

WG.4 The student will apply history and social science skills to understand population and migration by

- a. explaining how data is used to describe and compare populations;
- b. explaining how human migration is influenced by social, economic, political, and environmental factors;
- c. analyzing changes in migration patterns over time and space; and
- d. analyzing human responses to migration.

Culture

The student will consider

- *How are cultures alike and different?*
- *How can examining different cultures reveal information about a place and its people?*

WG.5 The student will apply history and social science skills to identify and describe cultural patterns and interactions across time and space by

- a. identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes; and
- b. explaining ways cultural diffusion is influenced by social, economic, political, and environmental factors.

Political and Economic Geography

The student will consider

- *How is the world's territory divided?*
- *How does geography influence the formation of borders, and political and economic decision-making?*
- *How and why have borders changed over time?*

WG.6 The student will apply history and social science skills to explain the influence of geography on borders and political decision-making by

- a. describing ways in which economic, political, historical, geographical, and social, cultural, and environmental factors combine to establish borders;
- b. analyzing themes of conflict and cooperation;
- c. explaining and evaluating reasons for the creation of different political divisions; and
- d. describing ways cooperation among political jurisdictions is used to address problems and settle disputes.

Resources and the Environment

The student will consider

- *How has the perception of resources changed over time?*
- *How do patterns of resource distribution differ across the world?*
- *How do changes in the environment impact the availability of or access to natural resources?*

WG.7 The student will apply social science skills to understand patterns of resource distribution and their effect on economic development

- a. describing how geography and the environment affect the distribution of human, natural, and capital resources throughout the world;
- b. describing ways people have modified their environments and the consequences; and
- c. examining the distribution, scale, and strategies for sustainable use and management of resources.

WG.8 The student will apply history and social science skills to understand the impact of globalization by

- a. examining factors, including comparative advantage, that influence the distribution of economic; activities and trade including the distribution of major natural resources throughout the world;
- b. showing the influence of resources on patterns of economic activity and land use;
- c. describing ways that economic and social interactions change over time;
- d. mapping, describing, and evaluating economic alliances and organizations; and
- e. analyzing global trade and communication networks.

World History and Geography to 1500 CE

The standards for World History and Geography to 1500 CE offer opportunities for students to explore the historical development of people, places, and patterns of life from ancient time until 1500 CE. Students will examine the emergence of hunter-gatherer societies and the impact of geography on their migration and the future development of world cultures and civilizations. Students will examine the interactions and conflicts of these complex human societies and, through historical research, analysis and interpretation, will develop an understanding of their impact on the development of the modern world.

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

Essential Skills for World History and Geography to 1500 CE

WHI.1 The student will demonstrate the use of social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources, including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in world history;
- b. contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in world history;
- c. interpreting graphs and images to determine characteristics, applying geographic skills to determine and predict patterns and trends of people, places, or events in world history;
- d. evaluating sources for accuracy and credibility, questioning and using critical thinking skills to construct arguments using evidence from multiple sources;
- e. comparing and contrasting historical, cultural, economic, and political perspectives in world history;
- f. explaining how indirect cause-and-effect relationships, determining cause and effect to analyze multiple connections between past and present and the impact on people, places, and events in world history;
- g. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good;
- i. investigating and researching to develop products to demonstrate learning.

Paleolithic Era into the Neolithic Era

The student will consider

- *Does our environment shape us or do we shape our environment?*

WHI.2 The student will apply history and social science skills to understand the period from the Paleolithic Era into the Neolithic Era by

- a. explaining the effect that geography had on the emergence and migration of hunter-gatherer societies;

- b. describing characteristics of hunter-gatherer societies, including their use of tools and fire;
- c. analyzing how technological and social developments gave rise to permanent settlements; and
- d. analyzing how archaeological discoveries change current understanding of early societies.

Social, Cultural, Political, and Economic Development of Early Societies to 700 CE

The student will consider

- *Why do societies develop differently?*
- *How can expansion impact a society?*
- *How can expansion benefit or challenge the development of an empire?*

WHI.3 The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early societies in the Fertile Crescent by

- a. locating civilizations, including, but not limited to Mesopotamia, Egypt, Nubia, the Phoenician city-states, and Israel in time and place and describing their development and major geographic features;
- b. describing the development of social, political, and economic patterns in the Fertile Crescent, including, but not limited to Mesopotamia, Egypt, Nubia, the Phoenician city-states, and Israel during this era;
- c. describing the origins, beliefs, traditions, customs, and spread of Judaism.

WHI.4 The student will apply history and social science skills to understand the ancient Asian societies by

- a. analyzing the impact of geography on the development of India and China, including locating them in time and place and describing their major geographic features;
- b. describing social, cultural, political, and economic development of India including the Gupta and Maurya Empires, with an emphasis on the role of Ashoka;
- c. describing the origins, beliefs, customs, and growth of Hinduism;
- d. describing the origins, beliefs, customs, and growth of Buddhism;
- e. describing social, cultural, political, and economic development of China, including the Warring States and the Han Dynasty; and
- f. describing the impact of Confucianism, Taoism, and Legalism.

WHI.5 The student will apply history and social science skills to understand ancient Persia and Greece by

- a. analyzing the impact of geography on the development of these societies in time and place and describing their major geographic features;
- b. describing the social, cultural, political, and economic development of Persia; and
- c. describing the social, cultural, political, and economic development of Greece with emphasis on the significance of Athens and Sparta, on the development of citizenship, and on different forms of governance; and
- d. analyzing the regional interactions between Persia and Greece, including, but not limited to economic interdependence and the Persian Wars and their long-lasting consequences

- e. evaluating the significance of the formation and spread of Hellenism, and its lasting influences including Alexander the Great's conquest of Greece.

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

- a. analyzing the impact of geography on its development, including defining the geographic borders of the empire at its height and the factors that threatened its territorial cohesion
- b. describing the social and political structure and development of the early Roman Republic, including, but not limited to the significance of Roman citizenship, and rights under Roman law; and
- c. describing the social, political, and economic development of the Roman Empire, including describing the establishment by Emperor Constantine of the new capital in Constantinople and his eventual division of the Roman Empire in 330 CE into the Eastern (Byzantine) and Western Roman Empires;
- d. describing the social, political, and economic reasons for the Roman Empire's collapse; and
- e. describing the social, cultural, political, and economic development of the Byzantine Empire; and
- f. describing the origins, beliefs, customs, and growth of Christianity including the unifying role of the Church in Europe after the collapse of Rome in the late 5th century.

WHI.7 The student will apply history and social science skills to understand Islamic societies by

- a. analyzing the impact of climate and geography on their development;
- b. describing the origins, beliefs, customs, and growth of Islam and its shared faith traditions with Judaism and Christianity, including, but not limited to the significance of the Qur'an and the Sunnah; and
- c. describing the growth of Islam and spread of the Arabic language through Trans-Saharan trade; and
- d. describing social, cultural, political, and economic development of Islamic societies with an emphasis on the contributions of Islam to science, geography, mathematics, medicine, art, literature, and the intellectual exchanges among Muslim scholars in Africa and the Middle East.

The Middle Ages (500 CE to 1500 CE)

The student will consider

- *How are cultural interactions impacted by geography and technological innovations?*
- *How do global interactions influence the development of societies?*
- *How do societies develop and flourish in challenging environments?*

WHI.8 The student will apply history and social science skills to understand Western Europe during the Middle Ages (Medieval Era) by

- a. analyzing the impact of geography on the development of Western Europe;
- b. describing social, cultural, political, and economic development of the Middle Ages with an emphasis upon the development of feudalism and how feudal relationships provided the foundation of political order; and
- c. describing the spread of Christianity and the roles played by the early church and monasteries
- d. describing the emergence of centralized monarchies, emphasizing the role of Charlemagne
- e. explaining the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe;

- f. analyzing the reasons for the Great Schism; and
- g. describing the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe.

WHI.9 The student will apply history and social science skills to understand the societies and empires of Asia during the Middle Ages by

- a. analyzing the impact of geography on their development;
- b. describing the social, cultural, political, and economic development of India, China, and Japan, including, but not limited to the [the Mughal empire, the Tang, Song, Ming dynasties, and the Kamakura shogunate](#);
- c. describing the social, cultural, political, and economic development of Russia and the Ottoman Empire [including the Kingdom of Rus](#) and the fall of Constantinople; and
- d. describing the social, cultural, political, and economic development of the Mongols with an emphasis on the role of Genghis/Chinggis Khan.

WHI.10 The student will apply history and social science skills to understand the societies and empires of Africa by

- a. analyzing the impact of geography on their development.
- b. describing the social, cultural, political, and economic development of Northern Africa;
- c. describing the social, cultural, political, and economic development of Eastern and Southern Africa, [including, but not limited to Aksum/Axum, Kilwa Kisiwani, and Great Zimbabwe](#);
- d. describing the social, cultural, political, and economic development of West Africa, [including, but not limited to the importance of Trans-Saharan trade networks and the empires of Ghana, Mali, and Songhay/Songhai](#); and
- e. describing the importance of written and oral traditions in the transmission of African history and culture.

WHI.11 The student will apply history and social science skills to understand the major societies of the Western Hemisphere, including the Maya, Aztec, and Inca, by

- a. analyzing the impact of geography on their development.
- b. describing the social, cultural, political, and economic development of [the Maya, including Chichen Itza](#);
- c. evaluating and explaining [the impact of](#) European interactions with these societies
- d. describing the social, cultural, political, and economic development of the Aztecs, [including Tenochtitlan](#); and
- e. describing the social, cultural, political, and economic development of [the Inca, including Machu Picchu](#); and
- f. [describing Meso-American achievements in astronomy and mathematics.](#)

Leading to the Renaissance

The student will consider

- *How can the Renaissance be seen as a transition into the modern world?*

WHI.12 The student will apply history and social science skills to understand the developments leading to the Renaissance by

- a. determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance, including, but not limited to the contributions of Averroes and other influential scholars;
- b. analyzing the contributions of artists and philosophers of the Italian Renaissance, including, but not limited to Michelangelo, Leonardo da Vinci, Artemesia Gentileschi, Plautilla Nelli, Petrarch, Alessandro de' Medici, and Machiavelli; and
- c. analyzing the contributions of artists and writers of the Northern Renaissance, including, but not limited to Albrecht Dürer, Jan van Eyck, Pieter Bruegel the Elder, Erasmus, and Sir Thomas More; and
- d. examining the influence of Renaissance thought on the development of religious reformation in Europe.

World History and Geography: 1500 CE to Present

Introduction to History and Social Science: Focus on the Community

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

Essential Skills for World History and Geography: 1500 CE to Present

WHII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources, including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand to obtain information about events and life in world history;
- b. contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda to determine patterns and trends in world history;
- c. applying geographic skills to determine and predict patterns and trends to determine characteristics of people, places, or events in world history;
- d. questioning and using critical thinking skills to construct arguments using evidence from multiple sources;
- e. comparing and contrasting historical, cultural, economic, and political perspectives in world history.
- f. determining cause and effect to analyze multiple connections between past and present in world history;
- g. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and
- i. by investigating and researching to develop products to demonstrate learning.

Emergence of a Global Age

The student will consider

- *How are societies organized and strengthened?*
- *How do innovative ideas and intellectual philosophies change society?*
- *What are the consequences of exploration?*

WHII.2 The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in the world about 1500 C.E. by

- a. locating major states and empires;
- b. describing the beliefs, sacred writings, traditions, and customs of world religions;

- c. describing the growth and basic beliefs of **world** religions including Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism; and
- d. analyzing major trade patterns; regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges.

WHII.3 The student will apply history and social science skills to understand the Renaissance and Reformation in terms of their impacts on civilization by

- a. describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in spreading these changes;
- b. examining the causes of theological differences and religious conflict within Europe, including, **but not limited to** the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
- c. describing the effect of religious conflicts, the Inquisition **and Reconquista**, and the Catholic Reformation on society and government actions.

WHII.4 The student will apply history and social science skills to describe the effect of European exploration, expansion, and the responses of Indigenous peoples 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 impact of European colonization and indigenous responses in Africa, Asia, and the Americas, including, but not limited to the Transatlantic slave trade and the implementation of race-based chattel slavery;
- c. understanding the consequences of the Columbian Exchange and the movement of animals, crops, and goods around the world with an emphasis on migration; and
- d. analyzing how competition for colonies changed the economic systems of Europe.

Age of Revolutions

The student will consider

- *What defines a revolution?*
- *What are the motivating factors of revolution?*
- *How do the different outcomes of revolution shape understandings of democracy, rights, and citizenship?*

WHII.5 The student will apply history and social science skills to understand the political, socio-cultural, geographic, 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 development of France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;
- b. **describing the cultural and economic development of Russia;**
- c. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world **with emphasis upon the work of thinkers, including, but not limited to** Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, Voltaire;
- d. describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their effects on democracy;

- e. explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions;
- f. explaining the **major events**, causes, and effects of the French Revolution, **including, but not limited to** the storming of the Bastille, Declaration of the Rights of Man and of the Citizen, and Reign of Terror;
- g. assessing the impact of Napoleon and the Congress of Vienna on political power in Europe; and
- h. **assessing the impact of the Latin American and Haitian revolutions, including but not limited to, the contributions of** Toussaint L’overture and Simón Bolívar.

Global Interactions

The student will consider

- *How do economic philosophies influence the development of empires?*
- *How is traditional cultural expression maintained over time?*
- *How does industrialization impact foreign policy?*

WHII.6 The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from approximately 1500 C.E. to approximately 1800 C.E. by

- a. describing the location and development of the Ottoman Empire **with emphasis upon Suleiman the Magnificent**;
- b. describing the location and development of India **with emphasis upon the Mughal Empire under Emperor Akbar, and the historical development of Sikhism after its founding by Guru Nanak**;
- c. describing the location and development of China **including the rise of the Manchus and the development of the Qing Dynasty**; and
- d. describing the location and development of Japan **including the Tokugawa Shogunate**.

WHII.7 The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa from approximately 1500 C.E. to approximately 1800 C.E. by

- a. **describing** the development of Eastern and Western Africa and **new connections between Africa, Europe, and Asia via the Atlantic and Indian Oceans, including, the rise of Asante, Dahomey, Oyo, and Zanzibars**;
- b. **describing** the development of Central and Southern Africa, **including, but not limited to the rise of the Kongo Kingdom and Zulu Kingdom under Shaka**; and
- c. analyze the role of European, North and South American, and African merchants and political leaders in **the development of the** Transatlantic slave trade

WHII.8 The student will apply history and social science skills to understand the global impact of colonial and economic interactions between 1800 and 1900 by

- a. explaining the impact of the First and Second Industrial Revolutions, including, but not limited to railroads, steamships, increasing demand for cotton, and the evolution of the nature of work and the labor force;
- b. analyzing the connections between economic development and new patterns of global migration;
- c. assessing the impact of colonization and imperialism by industrial nations on Asia, Africa, and Oceania; and

- d. evaluating responses to imperialism, including, but not limited to the Sepoy Mutiny, Opium wars, Taiping Rebellion, and Boxer Rebellion.

Era of Global Wars

The student will consider

- *Why wasn't World War I the "War to End all Wars"?*
- *What were the lasting impacts of the events of World War II?*
- *Can powerful nations peaceably coexist?*
- *What drives a nation to fight for independence?*
- *How does learning about the past help shape our understanding of the future?*

WHII.9 The student will apply history and social science skills to understand World War I and its worldwide impacts by

- a. describing the development of nationalist movements in the German states and Italian states;
- b. explaining economic and political causes and identifying major figures of the war, including, but not limited to Archduke Ferdinand, Georges Clemenceau, Kaiser Wilhelm II and Woodrow Wilson;
- c. describing the changes to modern warfare used in battles along the Eastern and Western fronts;
- e. describing major events, including, but not limited to Gallipoli, Somme, and Verdun;
- e. analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;
- f. identifying causes and consequences of the Russian Revolution;
- g. explaining the causes and effects of worldwide depression in the 1930s; and
- h. examining the rise of militarism, fascism, and totalitarianism

WHII.10 The student will apply history and social science skills to understand the causes, course of events, and effects of World War II by

- a. explaining the major causes of the war;
- b. describing the major events and key figures of the war, including, but not limited to Leningrad, Midway, Normandy, Okinawa, Stalingrad and Churchill, Eisenhower, Hitler, Hirohito, MacArthur, Roosevelt, Truman, and Hiroshima;
- c. describing the key events and impacts of the Holocaust (Hitler's "Final Solution"); and
- d. examining the effects of the war, with emphasis on the terms of the peace including the Treaty of Paris and Japanese Instrument of Surrender, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, the creation of international cooperative organizations, and the Universal Declaration of Human Rights (1948).

WHII.11 The student will apply history and social science skills to explain the Cold War during the second half of the twentieth century by

- a. explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems;
- b. describing worldwide conflicts and revolutionary movements during the Cold War, including, but not limited to the Berlin Blockade, Suez Canal Crisis, Hungarian Revolution, the Cuban Revolution, the Cuban Missile Crisis, the Angolan Civil War, and the Prague Spring, and conflicts in southeast Asia;

- c. describing the major events of the Cold War, including, but not limited to the Korean War and Vietnam War; and
- d. examining the political and economic shifts that led to the end of the Cold War with an emphasis on the roles played by individuals, including, but not limited to Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, and Vaclav Havel.

WHII.12 The student will apply history and social science skills to understand the political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by

- a. describing the struggles for self-rule and the development of democracy in India, including, but not limited to the roles of Gandhi and Nehru;
- b. describing independence movements in Ghana, Algeria, Kenya, and South Africa including the roles of Kwame Nkrumah, Ahmed Ben Bella, Jomo Kenyatta, and Nelson Mandela;
- c. describing the end of the mandate system and the creation of nation-states in the Middle East, including, but not limited to the roles of Golda Meir and Gamal Abdel Nasser.

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

- a. identifying and describing modern era genocides, including, but not limited to the Armenian genocide, Stalin's genocide against political opponents, genocides in Cambodia, Rwanda, and Darfur, and genocide by China against the Uyghur population.
- b. describing contemporary political, social, cultural, and economic issues, with emphasis on migration, refugees, environmental issues, ethnic/religious conflicts, and the effects of technology, including the role of social media; and
- c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Virginia and United States History

The Standards for Virginia and United States History continue to expand on the knowledge and skills introduced from previous History and Social Science Standards to study the development of the United States from the Indigenous Peoples who first inhabited the North American continent to the role of Virginia and the United States in the [twenty-first](#) Century. Students will incorporate concepts of civics, economics, and geography to explore the key issues, movements, people, and events in Virginia and United States history with an emphasis on multiple and diverse perspectives. Students will investigate and evaluate the fundamental political principles and ideas that developed and fostered our American identity and led to our country's prominence in world affairs. Throughout the course of study, students will have the opportunity to collaborate and think critically to communicate their understanding of the history of Virginia and the United States.

Essential Skills for Virginia and United States History

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources, including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in Virginia and United States history.
- b. contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda to determine patterns and trends in Virginia and United States history.
- c. applying geographic skills to determine and/or predict patterns and trends of people, places, or events in Virginia and United States history.
- d. questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.
- f. determining cause and effect to analyze multiple connections between past and present and [the impact these connections had on](#) people, places, and events in Virginia and United States history.
- g. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.
- h. engaging and communicating as informed community members to examine the tensions between personal interests and the common good.
- i. investigating and researching to develop products orally, and in writing to demonstrate learning.

Early America Through the Founding of the New Nation

The student will consider

- *How do resources available to a culture affect its means of survival?*
- *What factors contribute to the development of a culture?*
- *How [do lived experiences influence](#) culture?*
- *What constitutes a revolution?*
- *How does the Constitution of the United States provide for consistency, continuity, and change?*

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 in what is now Virginia and in other regions, 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.

VUS.3 The student will apply history and social science skills to understand early European colonization by

- a. describing Spanish, French, and British competition in North America;
- b. identifying the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding, including, but not limited to Sir Walter Raleigh, John Smith, Roger Williams, William Penn, Lord Baltimore, William Bradford, and John Winthrop;
- c. evaluating the economic characteristics of the colonies;
- d. analyzing how social and cultural factors affected colonial development, including, but not limited to religion, race, class, and gender;
- e. analyzing the political life in the colonies and explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

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 forcibly enslaved in North America and developed an African American culture in response to their lived experiences 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 and resisted the institution of slavery, and persisted toward freedom in various ways.

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 English, French, and Spanish imperial competition in North America, as well as the role of Indigenous peoples;
- b. describing how the outcomes of the French and Indian War led to increased tensions between the colonies and Great Britain;
- c. evaluating how political ideas of the Enlightenment and cultural ideas of the First Great Awakening helped shape colonial American politics;

- d. recognizing the authors and signers of the Declaration of Independence and the document's unique, historical significance, including, but not limited to the origins of American political philosophy and the document's role in unifying the thirteen colonies in opposition to Great Britain;
- e. explaining how conflicting loyalties existed concerning independence from Great Britain;
- f. explaining the views and impact of key individuals during this period, including, but not limited to King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, Phillis Wheatley Peters, Crispus Attucks, Boston King, Abigail Adams, James Amrinstead Lafayette, the Marquis de Lafayette, and John Adams; and
- g. analyzing the factors and key events that led to colonial victory in the Revolutionary War, including, but not limited to the Alliance with France, Dunmore's Proclamation, and the Battles of Lexington, Concord, and Yorktown.

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

- a. examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- b. describing the major compromises necessary to produce the Constitution of the United States, including, but not limited to the Three-Fifths Compromise and the Great Compromise, with emphasis on the roles of James Madison and George Washington;
- c. evaluating how the U.S. Constitution (as amended, including the Bill of Rights) protect freedoms and establish balance between state and federal government;
- d. analyzing debates over the role of the federal government and the formation of political parties during the early national period; and
- e. explaining the significance of Chief Justice John Marshall and the *Marbury vs. Madison* decision in establishing the principle of judicial review.

Expansion, Civil War, and Reconstruction

The student will consider

- How does nationalism affect society?
- Why are civil wars particularly devastating to a nation?

VUS.7 The student will apply history and social science skills to understand 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, including, but not limited to the Louisiana Purchase, the War of 1812, and the emergence of political parties;
- b. describing the political results of territorial expansion and its impact on Indigenous peoples, including, but not limited to the role of broken treaties and the resistance by Indigenous peoples to encroachments, forced relocation, and assimilation (e.g., Trail of Tears).
- c. analyzing the social and cultural changes during the period, with emphasis on the Second Great Awakening and the development of antebellum reform;
- d. evaluating the cultural, economic, and political issues that divided the nation, including, but not limited to slavery, territorial expansion, internal improvements, tariffs, the abolitionist and women's suffrage movements, and tensions arising from sectionalism; and

- e. evaluating the role of slavery in the conflicts that led to the Civil War including, but not limited to [Gabriel's Rebellion](#), [Nat Turner's Rebellion](#), [Bleeding Kansas](#), and [John Brown's Raid on Harper's Ferry](#).

VUS.8 The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by

- a. describing major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
- b. evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation, the principles outlined in the Gettysburg Address, and [Juneteenth](#);
- c. evaluating and explaining the impact of the war on Americans, including, but not limited to [Virginians](#), free and enslaved African Americans, soldiers, and [women](#);
- d. evaluating postwar Reconstruction plans and the political impact of Reconstruction, including, but not limited to the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States, the Freedmen's Bureau, civil rights legislation, the Reconstruction Act of 1867, and the Enforcement Acts of 1870 and 1871; and
- e. analyzing the cultural and economic impacts of Reconstruction, including, but not limited to, [sharecropping](#), [tenant farming](#), the rise of white supremacist groups, and the development of the "Lost Cause" movement.

Industrialization, Emergence of Modern America, and World Conflicts

The student will consider

- *In what ways does change lead to conflict?*
- *What motivates people to fight wars?*
- *How does a nation contend with significant political, social, cultural, and economic changes?*
- *How is a nation's prestige affected by warfare?*

VUS.9 The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a. explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, [changes to the environment](#), and the impact on Indigenous Peoples;
- b. describing conflicts between the United States government and Indigenous [nations](#), including, but not limited to the [Wounded Knee massacre](#), the [Dawes Act](#), expulsions of Indigenous people, and forced [Indigenous child removal to mission and boarding schools](#);
- c. analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
- d. explaining the factors [leading to](#) immigration to the United States, the contributions of new immigrants, and the challenges they faced, including anti-immigration legislation;
- e. analyzing the effects of [racial](#) prejudice and discrimination, including Jim Crow laws, [segregation](#), [lynching](#), and racial terror, as well as the responses of Booker T. Washington, [Ida B. Wells-Barnett](#), [Marcus Garvey](#), and W.E.B. Du Bois;

- f. evaluating and explaining the social, cultural, and environmental impact of industrialization, rapid urbanization, and organized labor, including, but not limited to the AFL-CIO, the Homestead Strike, and the Anthracite Coal Strike of 1902.
- g. identifying the effects of industrialization on living and working conditions, including, but not limited to changing patterns of consumption, pollution, child labor, and food safety; and
- h. appraising the Progressive Movement and the impact of its legislation, including, but not limited to, government regulation, Hull House, Jacob Riis, the writings of Upton Sinclair, the practice of eugenics, and the *Buck v. Bell* decision.

VUS.10 The student will apply social science skills to understand 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, control of the Panama Canal zone, the Philippine-American War, and the annexation of Hawaii;
- b. evaluating the United States' involvement in World War I, including, but not limited to Wilson's Fourteen Points; and
- c. explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.
- d. analyze the cultural impact of American involvement in World War I, including but not limited to the use of wartime propaganda, the Espionage Act, the Palmer raids, the Great Migration north and west, Red Summer, and the Tulsa Race Massacre.

VUS.11 The student will apply history and social science skills to understand key events during the 1920s and 1930s by

- a. analyzing the political, social, and cultural changes during the 1920s, including, but not limited to the Harlem Renaissance, radio, jazz, women's suffrage, prohibition, the re-emergence of the Ku Klux Klan, and the Immigration Act of 1924;
- b. assessing the impact of housing discrimination including practice of "redlining";
- c. assessing and explaining the economic causes and consequences of the stock market crash of 1929;
- d. explaining the causes of the Great Depression and its impact on the American people; and
- e. evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression through relief, recovery, and reform and expanded the government's role in the economy.

VUS.12 The student will apply history and social science skills to understand World War II by

- a. analyzing the causes and events that led to American involvement in World War II, including, but not limited to the Neutrality Acts, Lend-Lease, and the Japanese attack on Pearl Harbor;
- b. comparing and contrasting the rise of militarism, fascism, Nazism, and totalitarianism internationally;
- c. evaluating the American strategy and key events in both the European and Pacific theaters between 1941 and 1945;

- d. describing the United States mobilization of its economic and military resources, including, but not limited to the role of all-minority military units (the Tuskegee Airmen, [Navajo Code Talkers](#), and Nisei Regiments) and the contributions of media, minorities, and women to the war effort;
- e. analyzing the Holocaust (Hitler's "Final Solution"), [including, but not limited to](#) its impact on Jews and other groups, American inaction, and the postwar [Nuremberg](#) trials of war criminals;
- f. evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers; and
- g. explaining why Japan attacked Pearl Harbor and how the United States responded; including the [incarceration](#) of Japanese Americans as a result of Executive Order 9066, [and later the impact of *Korematsu v. United States*](#).

The United States since World War II

The student will consider

- *Why do ideologies cause conflict?*
- *How can people effectively pursue and achieve policy changes to rectify injustices?*
- *How are people inspired by others who evoke change?*

VUS.13 The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by

- a. [assessing evolving](#) international relationships following World War II;
- b. explaining the origins and development of the Cold War and how it changed American foreign policy, with an emphasis on the Truman Doctrine and the policy of containment;
- c. explaining international events of the Cold War to 1964, [including, but not limited to nuclear tests, the Korean War, NATO and the Warsaw Pact, the Space Race, the Bay of Pigs, and the Cuban Missile Crisis](#);
- d. analyzing the impact of domestic Cold War events through the 1960s, [including, but not limited to the Red Scare, McCarthyism, fears over nuclear warfare, the G.I. Bill, and the expenditure of tax revenues for public goods such as the interstate highway system, higher education, and national defense.](#) ;
- e. discussing the impact of the Vietnam War on American society; and
- f. evaluating the factors which led to the end of the Cold War, [including, but not limited to the roles of Mikhail Gorbachev and Ronald Reagan](#).

VUS.14 Students will apply history and social science skills to analyze the causes, [conduct](#), and effects of the Civil Rights Movement by:

- a. [Understand the effects of segregation \(de jure and de facto\), discrimination, and the daily indignities of Jim Crow, and analyze the evolution of the Civil Rights Movement](#);
- b. evaluating efforts to desegregate schools, transportation, and public areas, [including, but not limited to *Brown v. Board of Education*, Thurgood Marshall, Oliver W. Hill, Sr., Massive Resistance, Barbara Johns, and Prince Edward County](#);
- c. evaluating the impact and legacy of Martin Luther King, Jr., [including, but not limited to "Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, the "I Have a Dream" speech, and his assassination](#);
- d. analyzing key events including the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, [the Birmingham Campaign](#), 1963 March

- on Washington, Freedom Summer, and Selma to Montgomery Marches with additional emphasis on events in Virginia;
- e. explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an effect on all Americans; and
- f. analyzing the **goals and influence** of the Black Power Movement.

VUS.15 The student will apply history and social science skills to understand social, political, and cultural issues in contemporary American history

- a. analyzing the need for and effect of various movements for equal rights in the twenty-first century;
- b. evaluating international challenges in the late twentieth and twenty-first centuries, **including, but not limited to** the Persian Gulf War, military interventions during the Clinton administration, the September 11th, 2001 attack on America, and the Global War on Terror;
- c. evaluating debates over domestic policies in the late twentieth and twenty-first centuries, including, but not limited to the Great Society, Watergate, War on Drugs, the Reagan Revolution, NAFTA, the **2008 financial crisis, the Affordable Care Act**;
- d. **synthesizing historical narratives to understand current domestic challenges, including, but not limited to immigration and immigration reform, mass incarceration, marriage equality, acts of domestic terrorism and political extremism, and responses to the COVID-19 pandemic**; and
- e. analyzing benefits and challenges of innovations, including, but not limited to **climate literacy, data science**, artificial intelligence, social media, and other emerging issues.

Virginia and United States Government

The standards for Virginia and United States Government build the foundation of knowledge that enables citizens to participate effectively in civics and economic life. Students will 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. 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.

Essential Skills for Virginia and United States Government

GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship

- a. by synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand government and politics
- b. by contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in.
- c. applying geographic skills to determine and/or predict patterns and trends.
- d. by questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. By comparing and contrasting historical, cultural, and political perspectives in government and politics.
- f. By determining cause and effect to analyze the multiple connections between past and present and how they impact political and economic events.
- g. by using a decision-making model to analyze and explain the costs and benefits incentives and consequences of a specific choice.
- h. by engaging and communicating as informed community members to examine the tensions between personal interests and the common good; and
- i. by investigating and researching to develop products to demonstrate learning.

Foundations of American Constitutional Government

The student will consider

- How have ideas shaped and continue to shape the development of American constitutional government?

GOVT.2 The student will apply history and social science skills to understand the foundations of American constitutional government.

- 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, but not limited to the Magna Carta, the English Bill of Rights, and the Charters of the Virginia Company of London;
- 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.

Principles of Democracy

The student will consider

- What happens when belief systems of societies and individuals conflict?

GOVT.3 The student will apply history and social science skills to understand the aspirational and evolving concepts of democracy by

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

Constitution

The student will consider

- How are liberty and order balanced with stability and flexibility in American constitutional government?

GOVT.4 The student will apply history and social science skills to understand the Constitution of the United States by

- a. examining the ratification debates and the Federalist Papers;
- b. evaluating the purposes for government stated in the Preamble to the Constitution of the United States;
- c. defining fundamental principles of the United States Constitution and analyzing the structure and relationships among the three branches of government in a system of checks and balances and separation of powers;
- d. defining the structure of the national government and balance of power between the state and national government; and
- e. analyzing and explaining the amendment process.

Elections

The student will consider

- How are citizens linked to their government?

GOVT.5 The student will apply history and social science skills to understand local, state, and national elections by

- a. describing how amendments have extended the right to vote and evaluating the degree to which suffrage is universal;
- b. analyzing voter turnout in local, state, and national elections;
- c. describing the nomination and election process, including the organization and evolving role of political parties and interest groups;
- d. examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;
- e. analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on the electoral process; and
- f. investigating and explaining the impact of the process of reapportionment and redistricting on elections and governance.

Legislative Branch

The student will consider

- To what extent is the legislative branch responsive to the will of the people?

GOVT.6 The student will apply history and social science skills to understand the national legislative branch by

- a. describing the structure, organization, and selection of its members;
- b. describing how the power of the legislative branch has changed over time; and
- c. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

Executive Branch

The student will consider

- Has the executive branch become too powerful in the American constitutional system?

GOVT.7 The student will apply history and social science skills to understand the executive branch by

- a. describing the structure and organization of the executive branch and federal bureaucracy;
- b. describing how the power of the executive branch has changed over time; and
- c. comparing and contrasting executive branch processes with the legislative branch.

Judicial Branch

The student will consider

- How has the role and power of the Supreme Court evolved over time?

GOVT.8 The student will apply history and social science skills to understand the federal judiciary by

- a. describing the organization, jurisdiction, and proceedings of federal courts;

- b. evaluating how the Supreme Court establishes itself as an equal branch of government, beginning with the Marshall Court;
- c. describing how the Supreme Court decides cases; and
- d. comparing the philosophies of originalism and living constitutionalism and the approaches of judicial activism and restraint.

State and Local Government

The student will consider

- Do the actions, policies, and ordinances of state and local governments have a greater impact on the lives of citizens than those of the federal government?

GOVT.9 The student will apply history and social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

- a. analyzing legislative, executive, and judicial branches of the Commonwealth of Virginia;
- b. examining the structure and powers of local governments (county, city, and town);
- c. analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
- d. investigating and explaining the ways individuals and groups exert influence on state and local governments; and
- e. comparing partisan and nonpartisan offices

Public Policy

The student will consider

- What does the public set policy or does policy set public agenda?

GOVT.10 The student will apply history and social science skills to understand the public policy process by

- a. defining public policy and determining how to differentiate public and private actions;
- b. examining different perspectives on the role of government; and
- c. analyzing the influences that help shape the public agenda and policy.

Civil Rights and Liberties

The student will consider

- Why does the government seek to balance individual rights with the common good?

GOVT.11 The student will apply history and social science skills to understand civil liberties and civil rights by

- a. examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b. analyzing the rights of the accused and due process of law expressed in the Fifth and Fourteenth Amendments;
- c. 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;
- d. investigating and evaluating the balance between individual liberties and the public interest; and
- e. examining how civil liberties and civil rights are protected under the law.

Foreign Policy

The student will consider

- What role should the United States play in addressing global issues in economics, politics, and conflict?

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

- a. describing the responsibilities of the national government for foreign policy and national security;
- b. assessing 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 to the global economy, including trends in international trade.

Foundations of Economics

The student will consider

- What type of economy creates the best opportunity for economic freedom?

GOVT.13 The student will apply history and social science skills to understand foundational economic philosophies by

- a. comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith, Karl Marx, John Maynard Keynes, and Milton Friedman.
- b. evaluating the effect of the government's role in the economy on individual economic freedoms; and
- c. explaining the differences among capitalism, communism, and socialism.

The Role of the Government in the Economy

The student will consider

- What role does the government play in how markets operate?

GOVT.14 The student will apply social science skills to understand the role of government in the Virginia and United States economies by

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

Civic Participation

The student will consider

- What is the relationship between freedom and responsibility?

GOVT.15 The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- a. exercising personal character traits such as trustworthiness, responsibility, and honesty;
- b. obeying laws and paying taxes;
- c. serving as a juror;
- d. participating in the political process and voting in local, state, and national elections;
- e. performing public service;
- f. keeping informed about current issues;
- g. respecting differing opinions and the rights of others;
- h. practicing personal and fiscal responsibility;
- i. demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- j. practicing patriotism and active civic engagement.